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PRE-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHERS. FINAL REPORT.

BY- KILCHENSTEIN, DOLORES
TEXAS TECHNOLOGICAL COLL.,LUBBOCK,DEPT.OF BUS.EDUC

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FORTY TEACHERS REPRESENTING 29 STATES AND THE VIRGIN ISLANDS ATTENDED A 4-WEEK INSTITUTE FROM JULY 17 THROUGH AUGUST 11, 1967, PLANNED PRIMARILY FOR THOSE PREPARING TO TEACH FOR THE FIRST TIME IN FEDERALLY FUNDED VOCATIONAL OFFICE OCCUPATIONS PROGRAMS DURING THE 1967-68 SCHOOL YEAR. THIS REPORT OF THE INSTITUTE WAS PLANNED, WRITTEN, AND DISTRIBUTED PRIMARILY TO ASSIST FACULTY IN OTHER SCHOOLS TO PLAN, ORGANIZE, AND ADMINISTER EFFECTIVE OFFICE EDUCATION INSTITUTES. DETAILED PROCEDURES FOR SELECTING PARTICIPANTS, INCLUDING THE RECRUITMENT AND EVALUATION OF THE NOMINEES, ARE DESCRIBED. SEMINAR PRESENTATIONS COVERED (1) OFFICE OCCUPATIONS STUDENTS, TEACHERS, AND PROGRAMS, (2) COOPERATIVE OFFICE EDUCATION COURSES AND TEACHERS, (3) ADMINISTRATION AND SUPERVISION, (4) FACILITIES, EQUIPMENT, SUPPLIES, AND CLASSROOM LAYOUTS, (5) OFFICE MACHINES PROCEDURES, (6) RESEARCH, AND (7) COOPERATIVE, SIMULATED, AND DIRECTED PROGRAMS. PARTICIPANT PROJECTS, PLANNED RECREATION FOR PARTICIPANTS, AND PUBLICITY PROVIDED BEFORE AND AT THE CLOSE OF THE INSTITUTE ARE OUTLINED. EVALUATION AND COMMENTS BY THE PARTICIPANTS, THE MAJOR STRENGTHS OF THE INSTITUTE, A PROPOSED TIME SCHEDULE FOR PLANNING SELECTED PHASES OF FUTURE INSTITUTES, AND SUGGESTIONS FOR IMPROVEMENT ARE INCLUDED. THE PARTICIPANT APPLICATION FORM, EVALUATION FORM, CERTIFICATE OF COMPLETION, NEWS RELEASES, AND OTHER MATERIALS USED IN THE INSTITUTE ARE PRESENTED IN THE APPENDIXES. (PS)

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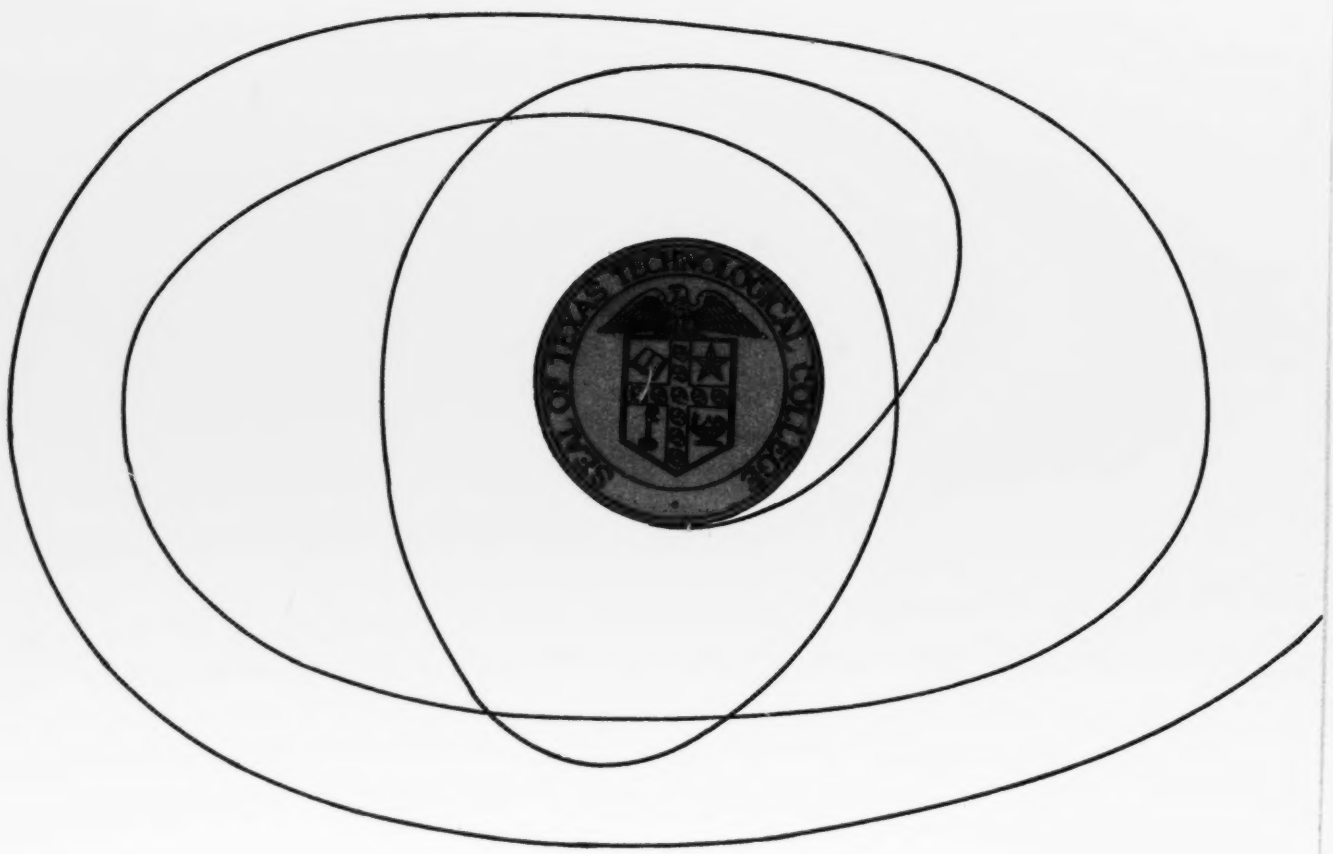
OFFICE EDUCATION INSTITUTE



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Final Report

Project No. 7-0450
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PRE-SERVICE EDUCATION OF OFFICE OCCUPATIONS TEACHERS

Dolores Kilchenstein

Texas Technological College

Lubbock, Texas

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

PREFACE

"To help a youngster live a better life."

This theme . . .

. . . guided the Texas Tech faculty in planning our Office Education Institute

. . . was explained to participants at the opening meeting of the Institute and was further developed in seminars and practicums

. . . is the ultimate purpose of this report.

The report is not a summary of the subject matter presented in the seminars, practicums, and special activities of the Institute--that's the task of a textbook. This report was planned, was written, and is distributed primarily to assist other faculty in other schools to plan, organize, and administer effective office education institutes.

The objectives of the Texas Technological College Office Education Institute were accomplished primarily through the efforts and enthusiasm of the Texas Technological College Business Education faculty who conducted the program: Practicum Professors John E. Binnion, Horace F. Griffitts, and Ronald D. Johnson; Professor Dolores Kilchenstein, who wrote this report; the administration of Texas Technological College; and the 40 business teachers who spent 4 weeks with us in Lubbock during the summer of 1967.

To participants who acquired information and developed attitudes about MAN, EDUCATION, AND WORK, I urge you to share what you have learned with other business teachers in your area, as well as with the students in your classrooms.

William R. Pasewark, Director
Office Education Institute
Texas Technological College
Lubbock, Texas 79409

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I. Definitions

Office Education Institute, OEI, and Institute refer to Texas Technological College's Pre-Service Education of Office Occupations Teachers program conducted July 17 through August 11, 1967, in Lubbock, Texas.

The project was originally titled "Pre-Service Education of Office Occupations Teachers" and referred to as a "training program." The project was renamed "Office Education Institute" because this term was less cumbersome in oral and written communications. Since the Institute faculty believe that teachers are educated, rather than trained, the term "training program" was not used.

Director refers to the person responsible for the overall administration of the Institute: Dr. William R. Pasewark, Chairman, Business Education Department, Texas Technological College.

Practicum professors refers to those Texas Technological College business education faculty members responsible for conducting afternoon sessions: Dr. John E. Binnion (Professor), Dr. Horace F. Griffitts (Assistant Professor), and Dr. Ronald D. Johnson (Associate Professor).

Institute faculty refers to the practicum professors and the Director.

State supervisors refers to state officials with supervisory responsibility for office occupations education.

Applicants refers to persons submitting application forms for the Institute to state supervisors of office occupations.

Nominees identifies those persons for whom application forms were ranked and submitted to the Director by state supervisors.

Participants identifies those nominees who were selected, accepted the invitation, and registered for the Institute July 16, 1967.

II. Purpose, Objective, and Expected Contribution to Education

The primary purpose of the four-week Institute was to educate new office occupations teachers. Emphasis was placed on the acquisition and application of skills and knowledges to enable participants to conduct vocational office education programs in their local schools. In addition, each participant was expected to disseminate his Institute experiences to office occupations teachers in his geographic area. Thus, it was intended that a multiplier effect should be rippled throughout the United States.

III. Procedure for Selecting Participants

A. Recruitment of Applicants

An explanation of the Institute program and an invitation to apply appeared in two national business education magazines: The Balance Sheet and the Business Education World (Appendix A, page 39).

The Director received letters from 138 persons asking for information about the Institute and/or requesting application blanks (Appendix B, page 41). Thirty-eight of the 138 recipients of OEI brochures (Appendix C, page 42) and application forms submitted completed application forms. Eighteen (representing 15 states) of the 138 who wrote and asked for information and/or application forms were later chosen as participants.

Fifty-four office occupations supervisors of states and territorial possessions of the United States (Appendix D, page 43) were sent a supply of printed brochures and application forms along with a request (Appendix E, page 46) that they nominate qualified office occupations teachers for the OEI.

Application forms and transcripts were submitted to the Director for 94 teachers (including the 38 who received information and application forms directly from the Director) and one state supervisor, representing 39 states and one possession of the United States. States and possessions represented by these 95 applicants are shown in Table 1, page 3.

Each state supervisor ranked applicants from his state in 1-2-3, etc., order, based on his opinion as to the applicant's need for, interest in, and potential to profit from the Institute.

B. Evaluation of Nominees

The Institute faculty developed a weighted point-value system of criteria for evaluating nominees. The criteria are listed below.

1. Criterion 1: Teaching in a Federally Funded Office Occupations Program

Since the project was planned primarily for those preparing to teach for the first time in Federally funded vocational office occupations programs during the 1967-68 school year, a maximum of 10 points was assigned to this section of the criteria.

The scale developed for Criterion 1 is stated below:

No experience teaching in Federally funded office occupations program but contracted to teach in such a program 1967-68 ---------- 10 points

TABLE I

GEOGRAPHIC REPRESENTATION OF APPLICANTS

State/Possession	No. of Applicants
Alabama	6
Arizona	1
Arkansas	1
California	2
Colorado	5
Connecticut	2
Delaware	1
Florida	5
Georgia	3
Idaho	1
Illinois	3
Iowa	1
Kentucky	1
Louisiana	7
Maryland	1
Massachusetts	1
Minnesota	3
Missouri	1
Montana	1
New Hampshire	2
New Jersey	1
New Mexico	3
New York	1
North Carolina	3
North Dakota	2
Ohio	3
Oregon	3
Pennsylvania	5
Rhode Island	3
South Carolina	1
South Dakota	1
Tennessee	1
Texas	11
Utah	1
Vermont	1
Virginia	2
Virgin Islands	2
West Virginia	1
Wisconsin	1
Wyoming	1
Total	95

No experience teaching in Federally funded office occupations program but a program planned within the next two years ---------- 8 points

Currently teaching in a Federally funded office occupations program and contracted to teach in the program 1967-68 ---------- 6 points

No expectation to teach in a Federally funded office occupations program within the next two years ---------- 0 points

2. Criterion 2: Business Education Teaching Experience

Because it was believed that business education teaching experience would be beneficial as background for participants, but, at the same time, that teachers with longer experience were likely to be older, more inflexible, and less receptive to change, point values for teaching experience were assigned based on the following:

1-3 years' experience ---------- 10 points
4-5 years' experience ---------- 8 points
6-8 years' experience ---------- 6 points
9 or more years' experience ---------- 5 points
No experience ---------- 0 points

3. Criterion 3: Total Number of College Business Semester Credits Earned

The number of college business semester credits earned, as shown on submitted transcripts, was considered important because Institute faculty believed that applicants with more business administration, business education, and economics credits would have a better potential to profit from the program due to appropriate background information. Therefore, the following scale was developed:

45 semester hours or more ---------- 5 points
36-44 semester hours ---------- 3 points
35 semester hours or less ---------- 1 point

4. Criterion 4: Office Work Experience

Since work experience is valuable for teaching business subjects, and because, in many states, it is necessary to qualify for office occupations teaching, work experience was included in the criteria. Recent business experience was determined to be more valuable than older experience; full-time, more valuable than part-time.

Work experience was evaluated on the following bases:

Experience	Approximate No. Hours Worked: Up to 3,999 hours*	4,000+ hours**
Within 5 years		
Full-time	5 points	10 points
Part-time	3 points	8 points
Older than 5 years		
Full-time	3 points	7 points
Part-time	2 points	5 points

*Equivalent to up to two years' experience.
**Equivalent to over two years' experience.

5. Criterion 5: Philosophy of Education

One of the ultimate goals of the Institute was the dissemination of the knowledges, attitudes, and skills obtained at the Institute not only in classroom situations taught by participants, but also to other office occupations teachers within the states represented. As the Director stated in a brief address at concluding ceremonies of the Institute, it was the participant's responsibility to "return to your homes, prepared to share what you have learned here--not only with your students in the classroom, but with the business teachers in your area."

Therefore, an appraisal of the nominee's attitude of willingness to act as a leader of office education in his state was sought from the answer to "In fewer than 200 words, explain how you believe you and the students you will teach in Fall, 1967, will gain from your attendance in this training program."

Also, the answers to this part of the application form gave an insight into the applicant's need for, interest in, and potential to profit from the program.

Nominees were assigned point values according to the following:

Impressive	5 points
Mediocre	3 points
Unimpressive	1 point

6. Criterion 6: College Grades

Because the previous grade record of each nominee was believed to reflect his ability to learn, it was included in the criteria. The point-value scale developed is as follows:

B average or above	5 points
C or C+ average	3 points
C- average or less	1 point

7. Criterion 7: Age of Nominee

While it was recognized that age should not be a major consideration, it was believed that age might give insight into flexibility or inflexibility in attitude toward change. Also, younger participants would be a better investment of Government funds since they would probably have a longer span of life to utilize the knowledges, skills, and attitudes acquired at the Institute. It was also recognized, however, that, depending upon the attitude of the participant, older participants would benefit from the program, as well as the younger ones.

Point values were assigned for this criterion based on the following:

21-30 years of age	3 points
31-45 years of age	2 points
46 and over years of age	1 point

8. Criterion 8: Organizational Affiliations

The Institute faculty rated each nominee on his answer to the request for information concerning community, professional, fraternity, sorority, etc., affiliations.

This criterion was included because this information should give insight into the applicant's attitude toward his specialized field of work, his eagerness to grow in his field, his leadership potential, and his local community contacts--a factor important in locating training stations for cooperative office occupations programs. "Dates" was included to supply information on the recentness of affiliations. "Name" of organization was included to determine the nature of the affiliation--business, education, local nonbusiness, etc. "Location" was asked to determine whether the affiliation would be useful in the participant's local community. "Offices or Responsibilities" provided information as to the leadership potential of the applicant.

The point values assigned for this criterion were as follows:

Good (Affiliations above average)	3 points
Average	2 points
Poor	1 point
None	0 points

C. Selection of Participants

The "Nominee Evaluation Form," which the Institute faculty used in assigning point values to each criterion for each nominee, is shown in Appendix F, page 47. Each Institute faculty member evaluated participants on criteria 5 and 8, since these criteria required subjective judgment. For each of these criteria, individual evaluations were added, and an average (arithmetic mean) was determined for each nominee.

One Institute faculty member evaluated each of the remaining criteria for nominees, and a second faculty member checked the accuracy of his evaluations.

The ratings for each criterion were added to obtain total criteria points for each nominee.

The nominees were then ranked from highest to lowest on the basis of total criteria points.

At a series of meetings, the Institute faculty selected 40 participants. Alternates were also chosen. Seven of those originally selected, for one reason or another (illness in family, prior summer commitments, etc.), did not participate in the OEI. Two rejected the invitation upon notification of their selection; five of the seven declined after they had officially accepted the invitation.

When nominees' total criteria points were very close, the geographic locale was considered in the selection, since wide geographic state representation was desired (due to the Institute's being the only one of its kind this year). An attempt was made to select a participant from each state that nominated a teacher.

However, since no applications were received from 10 (of the 50) states and 2 (of the 4) possessions contacted for applicants, those locales are not represented in the participant list. Another 10 states' nominees were not selected as participants on the basis of one of the following reasons: (1) Ineligible because not contracted to teach in a Federally reimbursed office occupations program in 1967-68 (10 representatives from 7 states were in this category); (2) declined the invitation to participate (2 participants chosen from 2 states were in this category); (3) total criteria points were not sufficient for them to rank competitively with other applicants (1 representative from 1 state was in this category).

When nominees' total criteria points were very close, the state supervisor's ranking as to who, among his state's nominees, he believed to be a superior choice was considered.

1. Geographic Representation of Participants

Forty participants representing 29 states and one possession of the United States registered July 16, 1967, for the OEI. Names of participants and school affiliations are listed in the Appendix G, page 48. The geographic representation can be seen in Table II, page 8.

2. Age and Sex of Participants

Table III, page 9, gives information concerning ages of both female and male participants.

Of the 18 males and 22 females who registered, all the men and 21 of the women finished the Institute and received certificates of completion (Appendix H, page 50) on August 11. On August 2, one participant, upon her request, was permitted to withdraw from the Institute for medical reasons.

TABLE II

GEOGRAPHIC REPRESENTATION OF PARTICIPANTS

State/Possession	Number of Participants
Alabama	1
Arizona	1
California	2
Colorado	1
Connecticut	1
Georgia	2
Idaho	1
Illinois	2
Iowa	1
Florida	2
Kentucky	1
Louisiana	1
Maryland	1
Minnesota	2
Missouri	1
New Hampshire	1
New Mexico	2
North Carolina	1
North Dakota	1
Ohio	1
Oregon	2
Pennsylvania	2
South Dakota	1
Tennessee	1
Texas	3
Utah	1
Virgin Islands	1
Virginia	1
West Virginia	1
Wisconsin	1
TOTAL	40

TABLE III

AGE AND SEX OF PARTICIPANTS

Age	Female	Male
21-25	5	3
26-30	4	4
31-35	5	2
36-40	3	4
41-45	1	3
46-50	3	1
51 and over	1	1

Ages ranged from 21 through 61. The mean age for the entire group was between 34 and 35, as well as for each of the male and female groups. The median age for the entire group was also between 34 and 35 years. However, for the female group, the median age was between 31 and 32 years; for the male group, between 35 and 36 years.

3. Degrees Earned by Participants

Thirty-nine of the 40 participants held college degrees. The number of Masters' and Bachelors' degrees earned by OEI participants is shown in Table IV.

TABLE IV

DEGREES EARNED BY PARTICIPANTS

Type of Degree	Participants Female	Male	Total
Masters	6	12	18
Bachelors	15	6	21
None	1	0	1

The Masters' degrees shown in Table IV represent 18 participants who earned their degrees in 16 colleges and/or universities located in 15 states.

Twenty-one participants with Bachelors' degrees as their highest degree earned represented 20 colleges or universities located in 16 states of the United States.

Two-thirds of the male participants held Masters' degrees; whereas, approximately 29% of the women participants held Masters' degrees.

Of the 18 participants holding Masters' degrees, 8 (44%) had earned additional college credit beyond that degree prior to coming to the Institute. An additional 8 (44%) of the 18 holders of Masters' degrees had no additional graduate credit beyond the Masters' degree, but enrolled in the OEI for college credit. Therefore, at the close of the Institute, 16 (89%) of the 18 with Masters' degrees had earned additional college credit beyond that degree.

Approximately half (49%) of the 21 Bachelors' degree holders had earned additional college credit beyond that degree prior to coming to the Institute. Seventeen (81%) of these 21 enrolled for credit in the OEI. Therefore, at the close of the Institute, 90% (19 participants) of the 21 holding Bachelors' degrees had earned additional college credit beyond that degree.

At the close of the Institute, 35 (89%) of the 40 participants had earned college credit over and above their highest degrees earned.

4. Business Education Teaching Experience of Participants

Table V shows business education teaching experience backgrounds of participants.

A total of 312 years' teaching experience was represented among the 40 participants' backgrounds. Years of teaching experience ranged from no experience through 26 years. Considering the entire range, 7-8 years of experience appeared to be representative of the group as a whole, since the arithmetic mean, median, and mode fell at this point. However, Table V reflects that there was a relatively heavy concentration of participants in the 1-4 year classification, as well as in the 5-8 year classification.

TABLE V

BUSINESS EDUCATION
TEACHING EXPERIENCE OF PARTICIPANTS

Years' Experience	No. of Participants
0	1
1-4	14
5-8	11
9-12	7
13-16	3
17-20	2
21-24	1
25 and over	1

5. Types of Institutions Served by Participants

Table VI shows that most participants (93%) were contracted to teach the 1967-68 school year in a high school Federally reimbursed office occupations program.

TABLE VI

TYPES OF INSTITUTIONS SERVED
BY PARTICIPANTS

Type of Institution	No. of Participants
High School	
Comprehensive	34
Technical	2
Vocational	1
Junior College	1
State University	1
Private Business College	1

6. Sizes of Institutions Served by Participants

At registration for the OEI on July 16, 1967, participants were asked to indicate the size of the institution served. The information, as stated by 39 of the 40 participants registering, is given in Table VII. (Since one participant was an office occupations teacher-educator at the college level, his school size was not stated.)

TABLE VII

SIZES OF INSTITUTIONS SERVED
BY PARTICIPANTS

No. of Students	No. of Participants
55-600	9
601-1200	7
1201-1800	12
1801-2400	8
2401-3000	3

Considering the range--55 through 3000 students--the arithmetic mean was 1403 students; the median, 1500 students; the mode, 1700 students. Although twelve participants (31%) reported serving institutions between 1201-1800, the bulk of these participants represented institutions whose enrollment ranged from 1450-1800.

7. Current Professional Business Education and/or Vocational Affiliations

Thirty-nine application forms were considered in determining business education and/or vocational organization affiliations of participants. One participant's answer was not included in the tabulation because of the vagueness of his answer.

a. Business Education

Tabulations were made of participants' current business education organizational affiliations--national, regional, state, and local (Table VIII).

TABLE VIII

PARTICIPANTS' CURRENT MEMBERSHIPS IN PROFESSIONAL BUSINESS EDUCATION ORGANIZATIONS

Level of Organization	No. of Participants	Per Cent of Participants
National	9	23
Regional	12	31
State	12	31
Local (City, County)	4	10

b. Vocational

Table IX, page 13, shows participants' current memberships in professional vocational organizations.

TABLE IX

PARTICIPANTS' CURRENT MEMBERSHIPS IN
PROFESSIONAL VOCATIONAL ORGANIZATIONS

Level of Organization	No. of Participants	Per Cent of Participants
National	5	13
State	7	18
Local (City)	1	3

Twenty-four (62%) of the 39 participants reported memberships in either one or more business education associations or one or more vocational associations. Fifteen participants (38%) did not list membership in any business education or vocational associations.

All of the 24 who belonged to any professional associations belonged to one or more business education organizations. Eight of these who belonged to one or more business education organizations also reported memberships in one or more vocational organizations.

IV. Institute Program

A. Seminars

With the exception of Thursday morning, August 3, morning seminars were held Monday through Friday, July 17 through August 11. The seminars were conducted 8:00-11:15 a.m. (15-minute break at 9:30) by consultants using the lecture-discussion method of teaching.

In October, 1966, each consultant was sent a title for his presentation. In this correspondence (Appendix I, page 51) subtopics within the assigned title were listed; but suggestions for additions, deletions, or revisions of subtopics were solicited from the consultants.

After all responses from consultants were received, a final topical outline was prepared.

In June, 1967, to prevent duplication of subject matter, each consultant was sent a copy of the topical outline for the entire program so that he could see how the title of his presentation and subtopics related to areas assigned other consultants.

Consultants were cautioned to cover every subtopic, but no others, during their presentations (Appendix J, page 52).

Topics and subtopics for seminar presentations were:

1. Monday, July 17--THE OFFICE OCCUPATIONS STUDENT
   Mr. Samuel M. Greer, State Supervisor of Office Occupations, South Carolina

   - Our mobile population
   - An urban nation
     - Rural negroes
     - Appalachian whites
     - Upper-middle class
   - Learning styles
     - Lower-class child
     - Middle-class child
     - Upper-class child
   - Characteristics of office occupations students
     - Student from lower-income family
     - Student from middle-income family
     - Student from upper-income family
   - Types of office occupations students
     - High school student
     - Post high school student
     - Housewife
     - Employed secretary
   - Socio-economically handicapped youth
     - Characteristics
     - Educational experience
   - Poverty reservation
   - Poverty cycle
   - Disadvantaged youth
   - Roles of school and community
     - Guidance
     - Administrators
     - Office occupations teacher(s)
     - Parents
   - Nongraded school
   - Testing

2. Tuesday, July 18--THE OFFICE OCCUPATIONS PROGRAM
   Mr. Bernard A. Shilt, City Director of Business Education, Buffalo, New York

   - The changing picture of office education
   - Federal and state legislation
   - Vocational Education Act of 1963
   - State plans
   - Scope and organization
     - High school
     - Junior college
     - Adult

3. Wednesday, July 19--THE TEACHER OF COOPERATIVE PROGRAMS
Mr. David A. Thompson, State Director of Distributive Education, Texas

The cooperative teacher's image
- Human relations
- Pre-planning
- The teacher's background
- The employer's viewpoint
- The school administrator's viewpoint
- The viewpoint of fellow faculty

Influencing employers
- Preparation
- Time, place, and adaptability
- Coordination techniques

Building faculty and administration relationships
The total picture

4. Thursday and Friday, July 20, 21--OFFICE OCCUPATIONS
Dr. Bruce Blackstone, Head, Office Occupations Education, U. S. Office of Education, Washington, D. C.

Definitions
Current and projected manpower needs
- All occupations
- Office occupations

Federal labor laws
Relationship between areas of vocational education
Dictionary of Occupational Titles
Ancillary services
Analysis of job requirements in:
- Accounting and computing occupations
- Business data processing systems occupations
- Filing, office machines, and general office clerical occupations
- Information communication occupations
- Materials support occupations: transporting, storing, and recording
- Personnel, training, and related occupations
- Stenographic, secretarial, and related occupations
- Supervisory and administrative management occupations
- Typing and related occupations
- Miscellaneous office occupations
- Other office occupations not elsewhere classified

5. Monday and Tuesday, July 24, 25--ADMINISTRATION AND SUPERVISION OF OFFICE OCCUPATIONS PROGRAMS
Mr. Everett W. Fuller, Director, Vocational Office Education, Texas Education Agency, Austin, Texas

Principles of administration and supervision
Curriculum planning and revising
Scheduling the teacher's responsibilities
Community survey

Job and environmental analysis
Planning publicity
Advisory committees
Prerequisites for admission
Recruiting students
Selecting students
Youth organizations
Reports
   Responsibilities
   Forms
Articulation with college entrance requirements
Articulation with other vocational programs
Evaluation of programs

6. Wednesday, July 26--FACILITIES, EQUIPMENT, SUPPLIES, AND CLASSROOM LAYOUTS
Dr. William Selden, State Supervisor of Business Education, Department of Public Instruction, Harrisburg, Pennsylvania

Facilities
   General requirements
   Specific requirements
Equipment
   Typewriting
   Office practice
   Bookkeeping
   Shorthand
   Data processing
   Principles of selling
   Purchase vs. rental
   New vs. used
Supplies
Classroom layout
   Check list
   Connecting doors
   Room size
   Departments with one and two rooms
   Departments with three or more rooms
Other considerations
   Collegiate departments
   Junior colleges
   Independent business schools

7. Thursday and Friday, July 27, 28--OFFICE MACHINES/ PROCEDURES I
Dr. James R. Meehan, Dean of Administration, Hunter College, New York

Objectives of course
Instructor's qualifications
Students' prerequisites
Methods and media for teaching:
   Bookkeeping machines

Calculating machines
Duplicating machines
Transcribing machines
Records control

8. Monday, July 31--COOPERATIVE, SIMULATED, AND DIRECTED PROGRAMS

Mr. James H. Wykle, Specialist, Business and Office Occupations, U. S. Office of Education, Atlanta, Georgia

Definition of cooperative plan
- Related instruction in school
- Career objective
- Curriculum
- Classroom facilities and instructional materials
- Training stage
- Training plan
- Teacher coordinator
- Time coordinator
- Supervision in the training stage
- School policies for the program

General objectives
The coordinator
Steering and advisory committee
Procedures for organizing training fields
Responsibilities of personnel
Related classroom work
General plan
Developments and requirements by the state

9. Tuesday and Wednesday, August 1, 2--OFFICE MACHINES/ PROCEDURES II

Mr. Robert J. Ruegg, Vice President, Stenographic Machines, Inc., Skokie, Illinois

Units of study
Rotation schedules
Individual instruction
Character and personality traits
Student evaluation
Field trips
Methods and media for teaching shorthand machines

10. Friday, August 4--RESEARCH IN OFFICE EDUCATION

Dr. Harry Huffman, Professor of Business and Office Education, Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio

Importance and need for research
Identification of needed formal and informal research
Current research
Evaluation of research
- Criteria
- Interpretation

Sources of research reports
ERIC
Power sources for research
Fruitless "research" methods
Fruitful research methods
Setting your sights with the help of research-oriented people
Setting and keeping the direction by means of research
Research as a resource

11. Monday and Tuesday, August 7, 8--OFFICE SYSTEMS AND DATA PROCESSING

Dr. E. Dana Gibson, Professor of Office Management, San Diego State College

Systems analysis
- What it is; what it does; the language and tools
- Making a systems analysis; charting office work;
- Making a work flow study; designing and controlling office forms

Interrelationship of systems and basic office machines
- Classification of basic office machines
- Principle of I:S&M and its use in business systems

Integrated data processing
- Definition
- Common-language media
- Hardware
- Systems and examples

Electronic data processing
- Definition of EDP and automation
- Hardware
- Computer systems
- EDP systems and examples

Automation and human relationship
- Effect on present jobs
- Job opportunities
- Education for tomorrow's jobs

Automation and education
- Types of educational data processing
- Effects on business teaching
- Computer assisted instruction and programmed learning

Introduction to programming
- Definition
- Flow charting a problem
- Coding a FORTRAN problem

12. Wednesday and Thursday, August 9, 10--COOPERATIVE OFFICE EDUCATION COURSE

Mrs. M. Maxine King, Area Supervisor, Vocational Office Education, Corpus Christi, Texas

Developing training plans

Training sponsor's responsibilities
  State and federal regulations
  Trainee wages
Work stations in business
  Selecting
  Establishing
  Evaluating
Relationships with:
  Business community
  Employees assisting trainee
  School administrators
  Parents
  Other faculty
  Students
Student-employer relationships
  Supervision and evaluation of trainees
  Evaluation procedures
  Trainee progress reports
  Teacher-coordinator visitations to work stations
  Teacher-coordinator and employer conferences
Evaluation of course

13. Friday, August 11--THE OFFICE OCCUPATIONS TEACHER
Dr. Fred S. Cook, Chairman, Business and Distributive Education Department, Wayne State University, Detroit, Michigan

Preparation of office occupations teachers
Professional growth and advancement
Professional organizations

B. Practicums

The group of participants was divided into three practicums of 13-14 each and met daily Monday through Thursday, 1:00-3:30 p.m. with a 15-minute break at 2:15. Sessions were led by Texas Technological College business education professors:

Dr. John E. Binnion. Author of professional materials. Past President of Mountain Plains Business Education Association; past National Officer of Delta Pi Epsilon. Ed.D., Oklahoma State University. C.P.A.

Dr. Horace F. Griffitts. Teaching experience in high school, technical institute, junior college, and university--including a MDTA program. Ph.D., Michigan State University.

Dr. Ronald D. Johnson. Two years' service in Indonesia on a Ford Foundation project developing office occupations programs. D.B.A., Indiana University.

Practicum sessions were designed to provide for the evaluation and practical application of theory and knowledge about office education. Of fundamental concern during the practicum sessions was the application of knowledge to each participant's local community.

Topics for discussion and implementation were oriented to each of the office occupations clusters and dealt with the cooperative, simulated, and directed learning programs of instruction.

1. Participants' Projects

During the course of the Institute, each participant was assigned five projects. The assignments, as shown below, were scheduled to allow for an initial presentation and explanation of each project, at least one group follow-up session, and a due date when the project was to be turned in, reproduced, and distributed to all participants. The participants were required to prepare the final copy for each of their projects on fluid masters to expedite reproducing the materials.

a. Project 1: The Office Occupations Student: Criteria for Recruitment, Selection, and Development

Initial assignment: Monday, July 17
Follow-up session: Wednesday night, July 19
Assignment due: Monday, July 24

Geographic representation was the basis for determining grouping for the first practicum session July 17. Practicum Professor Horace F. Griffitts made a 30-minute presentation on the role and scope of office occupations programs for disadvantaged youth. Each participant was instructed to formulate his ideas concerning selection criteria for office occupations students, media through which students might be recruited for the program, as well as desired general outcomes for the office occupations student after having participated in the program.

A composite of the ideas submitted by participants was duplicated for each of the three subprojects and distributed to each participant.

b. Project 2: Resource Unit

Initial assignment: Tuesday, July 18
Follow-up session: Thursday, July 20
Assignment due: Monday, July 24

After an explanation of the Q-SAGO (Question--Subject, Answer, Goal, Objective) unit format by Practicum Professor John E. Binnion, each student was assigned a specific resource unit topic. Resource units submitted included the following:

Appearance, Health, Grooming, Dress
Banking Services for the Individual
Building a Technical Vocabulary

Budgeting for the Beginning Office Worker
Business Law--Negotiable Instruments
Civil Service Opportunities for Office Workers (Federal Government)
Contracts--Installment Buying
Duplicating Machines--Including Photocopy
Ethics (development of cartoon transparencies with dialogue)
Filing and Records Management
Finding a Job
Graphic Presentation of Data
Helping a New Employee
Holding Meetings and Conferences
Human Relations in Business
Investments--Securities
Mail Room Procedures and Office Mail Processing
Making Travel Arrangements
Office Etiquette
Office Manuals
Office Reference Materials for the Worker
Office Supplies--Inventory and Control
Offset Reproduction Processes
Payroll Records
Personal Credit for the Young Worker
Personal Income Tax
Personal Insurance Needs
Personality Development
Petty Cash Record and Office Postage Fund
Planning and Conducting an Employer-Employee Banquet
Professional Growth for the Office Worker
Punctuation
Receptionist's Responsibilities
Specialized Office Career Opportunities
Spelling Review
Telegraphic Unit
The First Day on the Job
The Job Interview
Women in the World of Work
Writing Business Letters

Approximately two weeks were allowed for this major project, which required library research.

c. Project 3: Public Relations Materials

Initial assignment: Wednesday, July 19
Follow-up session: Thursday, July 27
Assignment due: Thursday, August 3

After a presentation by Mr. Ron Hamm, Director, Public Information, Texas Technological College, concerning the preparation of news releases, the participants divided into practicum groups.

One practicum group was concerned with the preparation of sample form letters to be sent to parents of potential office occupations program students. Each person in this practicum group submitted a typed fluid master of a model letter of this kind.

Another practicum group was divided into three groups of three to four persons to prepare form letters to be sent to businesses in the area. Included among the letter types were (1) those prepared for the purpose of interesting local businesses in the office occupations program and seeking training stations for cooperative office education students, (2) those thanking a business for providing a training station, and (3) those seeking a training station in the future, even though the business did not currently employ an office occupations student.

The third practicum group was also divided into smaller work groups, which prepared model news releases. Typed fluid masters of news releases concerning participation in Texas Technological College's Federally funded Office Education Institute were submitted, as well as those dealing with radio, television, and newspaper publicity for high school office occupations programs.

d. Project 4: Training Plans

Initial assignment: Monday, July 24
Follow-up session: Monday, July 31
Assignment due: Monday, August 7

The value and preparation of training plans was introduced by Practicum Professor Ronald D. Johnson. Small groups of three, four, and five participants prepared training plans, which later could be adapted according to the participant's local situation, for the following positions:

Bookkeeper in Small Department Store
Clerk-Stenographer II
Clerk Typist
Educational Secretary
Executive Secretary
File Clerk
General Duplicating Operator
Medical Secretary
Stenographer GS-3 (Bureau of Disbursements)

e. Project 5: Community Surveys, Selection of Training Stations, Follow-Up Studies

Initial assignment: Wednesday, July 26
Follow-up session: Thursday, August 3
Assignment due: Wednesday, August 9

After an initial introduction to community surveys by Practicum Professor John E. Binnion, participants were divided into the three smaller practicums--A, B, and C, each with a practicum professor acting as leader.

Practicum A used a brainstorming approach to develop criteria for selection of training stations and the determination of possible procedures for locating appropriate training stations. While it was recognized that criteria for the selection of training stations should be developed to fit the local program, 13 general criteria were submitted. Also, 13 suggested procedures were determined for locating training stations.

Practicum B prepared questionnaires to be used in a follow-up study of graduates from office occupations programs. From the questionnaires submitted by the participants, the practicum professor designed a model follow-up questionnaire.

Practicum C divided into smaller work groups to produce questionnaires and cover letters to determine the specific skills, knowledges, and attitudes required of office workers within the employment community served.

2. Recent Developments in Office Occupations Programs

In correspondence prior to the Institute, the Director asked participants to contact their state supervisors to determine significant developments in their home states in the field of office occupations. Participants were informed that each should be prepared to submit a brief report of his findings. These reports were duplicated and distributed to all participants, thus informing them of developments in vocational office education programs throughout the United States.

Reports from the following states were distributed:

Alabama
Arizona
California
Colorado
Connecticut
Florida
Georgia
Illinois
Iowa
Kentucky
Louisiana
Maryland
Minnesota
Missouri
New Hampshire
New Mexico
North Carolina
North Dakota
Pennsylvania
Tennessee
Utah
Virginia
Wisconsin

3. Special Practicum Activities

In addition to the projects that were developed in the afternoon sessions, the participants were involved in a variety of other practicum activities. They included:

July 17: Film presentation--"The Dropout"
(The International Film Bureau)
July 20: Work at the Texas Technological
College Library

July 24: "Your Ethics Are Showing"--cartoon transparency presentation by Participant Garth Hanson (Utah)

July 25: Presentation by Miss Nelda Jobe, Mrs. Glenda Rawls (Lubbock Public Schools office occupations coordinators) and panel discussion by Lubbock advisory board of businessmen

July 27: Field trip to Citizens National Bank of Lubbock

July 31: Presentation by Participant Garth Hanson (Utah) of a research proposal to the U. S. Office of Education for a simulated office procedures program

*August 1, 2: Field trip to Housouer Printing and Mailing Service and International Business Machines offices, downtown Lubbock

*August 1, 2: Stenograph machines workshop by Mr. Robert J. Ruegg, Vice President, Stenographic Machines, Inc., Skokie, Illinois

August 6 (evening): Films presentation on data processing
"The On-Line Story" (National Cash Register),
"Careers in Computers and Data Processing" (Automation Institute),
"Introduction to Digital Computers" (Sperry-Rand Corporation)

August 7: "Vocational Business Education in Retrospect" by Dr. Paul S. Lomax, Professor Emeritus, New York University

August 8: "New Directions in Business Education" by Dr. Elvin S. Eyster, Professor of Business Education, Indiana University

August 11: OEI Completion Ceremony

*Half the participants were in the Stenograph workshop, while the other half visited the downtown businesses.

V. Professional Meeting

Two prominent business educators were honored at a banquet the evening of August 7: Dr. Elvin S. Eyster--Professor of Business Education, Indiana University, and Dr. Paul S. Lomax--Professor Emeritus from New York University.

Dr. Eyster, in his banquet presentation entitled "The Professional Person," outlined seven guidelines for a professional person, encouraged teachers to be proud of their profession, and stated: "No other occupation excels it."

The seven guidelines presented were (1) dedication to service, (2) a broad educational background, (3) unlimited courage, (4) perseverance,

(5) belief in one's self, (6) satisfaction in work, and (7) a realization that achievements are accomplished in partnership with a supreme being.

The 103 persons attending the banquet included the 39 participants in the Office Education Institute, Texas Tech faculty members, area business teachers, and graduate business education students from Texas Technological College.

Highlighting the evening's program were citations (Appendix K, page 53) and awards-of-merit plaques for distinguished leadership in the field of business education presented by Texas Technological College to both Dr. Eyster and Dr. Lomax.

VI. Planned Recreation

Three weekend bus tours for interested participants were planned and conducted by Practicum Professor Horace F. Griffitts.

A. Living-in-Lubbock Tour--July 22

Thirty-two of the participants went on the Living-in-Lubbock tour. Sights included a guided tour through West Texas Museum (located on the Texas Tech campus), Cactus Alley (Southwest art and artifacts), Lubbock residential sections and shopping centers, Lake Ransom Canyon, and Mackenzie State Park (Prairie Dog Town, amusement park, barbeque dinner).

B. Carlsbad-El Paso-Juarez Trip--July 29, 30

Leaving by chartered bus Saturday morning, July 29, at 7 a.m., 27 participants arrived at Carlsbad, New Mexico, for a visit to Carlsbad Caverns about mid morning. By early afternoon, the group was on its way to El Paso, Texas.

Information sheets concerning places of interest in El Paso and Juarez had been distributed prior to departure. Participants engaged in some of the following activities: visiting museums and glass blowing factories, shopping at Juarez markets, touring night clubs, and observing dog races and bull fights.

C. Palo Duro-Canyon State Park Trip--August 5

After leaving Lubbock at 9 a.m. by chartered bus, participants had a guided tour of Happy Hereford Ranch, located at Hereford, Texas, to see the operations of a large Texas ranch.

From there, participants visited the Bravo Smokes factory (production of lettuce "cigarettes"), where each received a complimentary carton of Bravos.

In Canyon, Texas, about mid afternoon, participants visited a local art gallery and a museum which depicted the folklore and culture of the West Texas area.

In the evening, participants toured Palo Duro Canyon and ate a barbeque dinner at the site of a West Texas musical production called "Texas." "Texas," a drama of American history intertwined with native folk-songs and dances going back to the 1880's, was staged in an outdoor amphitheatre with a 600-foot Canyon wall for a backdrop. Participants viewed cowboys, Indians, horses, wagons and western characters in authentic settings and were impressed by the old tunes, acoustics, stero sound, and dramatic lighting of the production.

VII. Publicity

In a letter dated April 5, 1967, state supervisors were sent a supply of brochures describing the OEI, as well as application forms. They were asked to "distribute the information to the best qualified teachers in the state and encourage them to apply." The letter (Appendix I, page 51) also asked state supervisors to rank their applicants. The letter emphasized that the primary qualification would be an "anticipated teaching position in an office occupations program that will be funded by the Federal government," and that "preference should be given to beginning teachers in these programs."

On May 2, the Director made a presentation to the business and office education state supervisors' annual convention at Columbus, Ohio. He described the Institute and urged the supervisors to submit nominations from their states. Supervisors were provided with brochures explaining the OEI and a supply of application blanks.

In March, four national business education magazines were contacted to publish details concerning the Institute, along with the invitation to apply. Pertinent information was published in two of these magazines: The Balance Sheet (April, 1967) and the Business Education World (April, 1967).

Several other magazines, which were not contacted by the Director, printed announcements of the Institute. These publications apparently received information from one or more Government agencies.

The News Bureau of the Texas Technological College Public Information office released six news stories (Appendix L, page 55) on the OEI. Two of the stories were released prior to the Institute. The other four releases covered (1) an interview with Bruce Blackstone, (2) interviews with Elvin S. Eyster and Paul S. Lomax, (3) the completion ceremony, and (4) the completion of the Institute.

Depending on the nature of the story, releases were made locally, regionally,and nationally to newspapers, press associations, television and radio stations.

At the close of the Institute, a picture was made of the Director presenting OEI completion certificates to each state's representatives. These photographs, along with an explanatory letter, were mailed to participants' home town newspapers for publication.

Duplicate photographs and a news story on the OEI completion ceremonies were mailed to the participants' state education journals for publication.

VIII. Evaluation

A. By Participants

1. Of the OEI

Evaluation forms (Appendix M, page 60) rating various phases of the OEI were given to the 39 participants who completed the Institute. Thirty-six participants submitted anonymous evaluations.

Each participant was asked to circle one from a sequence of five numbers ranging from 1 (poor) through 5 (excellent) and to comment, if desired, on each of the following phases of the Institute: (1) seminars, (2) practicums, (3) Institute housing and facilities, (4) participants' housing, (5) library (both Matador library and Texas Technological College library), (6) planned recreational activities, (7) food, (8) transportation, and (9) overall rating of the Institute.

The average evaluation (arithmetic mean) for each item is shown in Table XI.

TABLE X

PARTICIPANTS' EVALUATION OF THE OEI

Phase of Institute	Average Numerical Evaluation
Seminars	4.11
Practicums	4.31
Institute housing and facilities	4.32
Participants' housing	4.44
Library	
Matador	4.08
Texas Technological College	4.33
Planned Recreational Activities	
Living-in-Lubbock Tour	4.73
Carlsbad-El Paso-Juarez Trip	4.56
Palo Duro-Canyon State Park Trip	4.46
Food	4.31
Transportation	2.62
Overall rating of the Institute	4.76

The only item receiving a less-than-4 rating was "transportation" facilities. This rating is probably due to one or a combination of three factors: (1) The Matador Dorm was located at the edge of the 1,839-acre Texas Tech Campus; (2) public bus service was not readily available; (3) most participants traveled by air, rather than by car, to the Institute, since participants were informed (in the Institute brochure) that they would be reimbursed up to a maximum of $140 for tourist air fare from their home town airports to Lubbock.

However, five participants who were housed at The Matador Dorm brought cars and, based on participants' comments, were generous in sharing them with others housed in The Matador.

The item receiving the highest evaluation was "Overall Rating of the Institute." Of the 34 who circled a number, one participant circled 3 (satisfactory); five participants circled 4; two participants wrote in 4.5; and twenty-six participants circled 5 (excellent). The average of the evaluations was 4.76, only .24 less than the perfect score of 5.

All of the 25 comments made by participants under "Overall Rating of the Institute" are listed below.

"Honored to have been able to take part. Thank you."

"This was beneficial, and I am happy I was selected."

"As I wrote home that first week, 'The Institute is beyond my expectations.' Now at the end--I can only say the same--only more decidedly so! Everyone was so good. The Institute was truly outstanding because of the feeling that the situation was a 'give and take' type of thing. It wouldn't have been successful without this attitude on all our parts."

"Wonderful experience--hard to top!"

"I've thoroughly enjoyed the institute and consider it one of the high points in a college career of over seven years of courses. I plan to sing its praises highly when I return to my home state. The professors extended themselves far beyond the call of duty and made us all enjoy the Institute in a way unmatched in the usual summer workshop."

"I would certainly come again if I had it to do over. The hospitality was tremendous! I only hope you people would be treated as kindly in my section of the country."

"For the first Institute in OEI, I feel that it could not be topped. Some of the statistics that appeared on the final evaluation I did not think we were here to learn. I learned more about office occupations in four weeks and the program in office occupations, setup, etc., than I'd hope to learn in four years. I really did not concentrate on memorizing statistics. Excellent job!"

"I feel that I have gained much by attending--new friendships formed, new knowledge gained, and many other unseen things; such as, an appreciation of the opportunity to see more of our great country, etc. Couldn't we have a reunion next year? Wishing you much success in institutes which you conduct in the future. It has really been a month well spent. Thanks for everything!"

"I have enjoyed every minute!"

"Except for some of the speakers, it was a success, and a great privilege and honor to be a part of it. Thank you."

"In spite of the test (or its results), an invaluable experience to be used for future improvements in office education (and other educational areas)."

"I think it was a little too long. Could have ended in three weeks."

"In the future, participants should be told in advance about the fees if taking the course for credit. Participants with autos were most generous with the use of their cars; otherwise, we would have had a problem."

"Things went smoothly and well. It seemed that every effort possible was made for our comfort and convenience. Any problem which appeared was not at the fault of the faculty."

"A small suggestion: All material for duplication should be typed on a master (for legibility). Too heavy a concentration on co-op and VOE? or better definition of what kind of participant at the outset. Matter of tuition charges should perhaps be stated at the onset (in literature on the Institute)."

"I enjoyed almost every minute of it. It was a wonderful experience for me, and I'm proud that I was chosen as a participant. One thing that would have greatly improved all seminars would have been a 'no smoking rule.' Some of us have difficulty breathing stale-tobacco-smoke air. I noticed several times that participants were actually blowing smoke in the speaker's face. To me, this just degraded the whole institute. Surely people could do without a smoke for 1 1/2 hours!"

"The Institute was well organized. I do feel that extra sessions on some topics should have been held. Ex.: general business, economics, business law."

"I enjoyed it a great deal."

"Excellent idea--I have learned much about VOE. I have received many original and practical ideas that I would like to try in my own class situation."

"Let's do it again! BUT have one for experienced co-op, non co-op; another for inexperienced co-op, non co-op. Our backgrounds were too varied."

"Every one of the professors involved went out of their way to make us feel at home and welcome. The care given the details was remarkable and much appreciated. Next year I would like to suggest that an advance notice is given about what topics you are going to work on so that participants can come better prepared. There are a number of references I have at home which would have been helpful in our projects. The projects would end up more meaningful and of better quality. Who ever devised that Q-SAGO unit--Why not use a form from which lesson plans can be made easier and one with which the practicum professors are familiar? Really enjoyed my stay in Texas--many thanks for your hard work."

"Had excellent personnel and outside speakers as a whole (one or two speakers not too good)."

"I think this was an excellent institute. I have learned so much. Some good planning and hard work was involved."

"Much above other similar workshops I've attended. Ole!"

"A most enjoyable and worthwhile Institute. Dr. Pasewark and staff are to be commended for the tremendous success of this Institute."

2. Of Consultants and of Institute Faculty

The participants evaluated each of the consultants (Appendix N, page 63) and each of the Institute faculty members (Appendix O, page 67). This information will be valuable in selecting personnel for subsequent Institutes.

B. By Institute Faculty of Participants

Thirty of the 40 participants enrolled for graduate credit. Every participant who completed the Institute, however, was evaluated and notified of his grade for the OEI.

Two-thirds of the participant's grade was based on performance on assigned projects; one-third, on results of the written final examination covering seminars, practicums, and special Institute activities.

IX. In Retrospect

A. Suggestions for Improvement of the OEI

1. Budget

a. Tuition

All participants with college degrees should be required to enroll for graduate credit, and tuition charges should be

included in the budget. All participants would then be enrolled under the same conditions for the Institute.

b. Transportation Reimbursement

All participants should receive full reimbursement for travel expenses to and from the Institute. Under the $140 maximum travel reimbursement policy, 22 of the 40 participants received full travel reimbursement. Since wide geographic representation was desired for the Institute, the participants representing distant states should not be penalized because their travel expense exceeded the $140 maximum. The $140 maximum was established because it was impossible to predict travel expenses before participants were actually selected. The maximum, therefore, prevented the possibility of exceeding the budget for transportation.

c. OEI Literature

Because of the location of The Matador dormitory and the resulting transportation problem at the OEI, use of the Texas Technological College library was somewhat limited for those participants who did not have a car. A temporary library facility was set up in one of The Matador study rooms, and a business education graduate student was hired part time to serve as librarian during scheduled hours when the participants were not attending the seminars and practicums. This person also performed office work in connection with the Institute.

From their personal libraries, Institute faculty supplied the temporary library with books and issues of professional magazines pertinent to the OEI program. However, multiple copies of some literature were difficult to obtain.

State supervisors had been contacted prior to the Institute for syllabi, state reports, plans, brochures, etc., to supply the library with state reference materials about office occupations.

Money should be budgeted to purchase materials for special OEI literature. To anticipate special office occupations literature, planning for the Institute program must be completed and contracted early enough to order and catalog appropriate supplementary library materials for participant and faculty use.

While the situation may not warrant establishing a separate library facility for the duration of subsequent institutes, it is recommended that as many of the library materials as possible that are likely to be used frequently by the participants be placed on reserve at the campus library. This would allow the participants ready access to available literature and insure equal sharing of limited copies of material.

d. OEI Faculty and Staff

(1) Length of Contract for Practicum Professors

Because of the comprehensive nature of the Institute, the need for coordination between the seminars and practicums, and

coordination between activities of the practicum sessions, practicum professors should be contracted for preparation time prior to the Institute as well as during the Institute.

(2) OEI Staff

The OEI staff was composed of the Director, the three practicum professors, a full-time secretary, and a part-time librarian-office assistant. Because of the many administrative details involved in conducting such a program as the OEI, an assistant director should be added and the part-time librarian-office assistant's position deleted.

2. Procedure for Selecting Participants

a. Recruitment of Applicants

In view of the facts that (1) only 23 applications were submitted by persons for whom the OEI was primarily planned--those with no teaching experience in a Federally funded office occupations program but contracted to teach in one during the 1967-68 school year, and (2) ten states failed to submit nominations representing their states, a revised procedure for recruiting applicants is recommended.

(1) Through Magazine Publicity

A description of the Institute, a statement of the qualifications necessary for participation, and an invitation to write for information and application forms should be published in several issues of all national business education magazines and the AVA Journal. The deadline date for submission of application forms to the Director should be emphasized.

(2) Through Selected Educators

Mailings should be made to state, regional, area, and city supervisors, as well as to business education department chairmen of institutions belonging to the National Association of Business Teacher Education. Mailing packets should include multiple copies of Institute brochures and application forms, in addition to a letter urging wide distribution to office occupations teachers.

b. Additional Criteria for Evaluation of Applicants

The inclusion of several additional criteria is suggested.

The dissemination of information acquired at the OEI (the "multiplier effect") is considered to be one of the important potential outcomes of the Institute. Therefore, sections on the application form asking for a listing of applicants' speaking engagements within the past three years and for publications authored might give Institute faculty bases for predicting the multiplier effect of the Institute.

The effectiveness of the Institute depends to a great extent upon the quality of the participants. The emotional maturity and stability of the participants is important because: (1) In his community, the office occupations teacher is in contact with students, administrators, and probably businessmen (in cooperative programs). Federal funds should not be invested in persons whose effectiveness may be hindered by emotional instability. (2) Each of the participants affect the rapport among other participants and faculty. Emotionally unstable or immature participants can be a drain on the time, energy, and ultimate effectiveness of other participants, as well as faculty. It is therefore suggested that emotional stability and maturity be included in the criteria. Statements concerning the emotional stability and maturity for applicants should be solicited from principals, superintendents, state supervisors, and/or directors of institutes that the participant has previously attended.

A section on the application form pertaining to prior attendance in Federally funded training programs, dates of participation, and the names of the directors of the programs is suggested. This would avoid selection of a participant who previously attended a similar institute. Also, the director of the previous institute could be contacted to determine the applicant's potential to profit from attending a second institute.

c. State Supervisor's Role

Institute brochures and application forms should be distributed to interested business educators by state supervisors (as well as by the Director; by regional, area, and city office occupations supervisors; and by business education department chairman in NABTE institutions). Applications should be submitted by interested persons to the Director. Immediately after the deadline date set for submission of applications to the Director, Institute faculty should screen applicants for eligibility to participate in the Institute. Each state supervisor should then be sent the credentials of the eligible applicants from his state and be requested to rank them in order of his first choice, second choice, etc.

3. Institute Program

a. Seminars

(1) Practicum Professors' Participation in Seminars

Comments were made on "Participants' Evaluation of Institute" forms and on participants' evaluation of individual practicum professors to the effect that participants were eager to hear lectures by the Institute faculty on specific topics. In the practicums (led by practicum professors), the participants almost always met in small discussion groups. In the seminars, however, all the participants met in one large group for lectures. Each practicum professor should have the opportunity to conduct one or more of the seminar lecture sessions.

(2) Panels of Participant Interrogators

After each seminar presentation, for clarification of comments by the consultants and to insure that the consultant covered

all subtopics assigned (participants had been sent a copy of the topical outline July 3), a panel of participants should interrogate the speaker. The composition of the panel should change daily. In this way, each participant would be given the opportunity to serve on at least one interrogation panel.

(3) Business Advisory Group Seminar

Because the short practicum program featuring the Lubbock business advisory group of businessmen was well received by participants, it is recommended that a comparable panel conduct a seminar session. This would give more time for the panel presentation.

b. Practicums

There was some indication that the practicum sessions might have been shorter and more flexible. One way to gain greater flexibility would be to allow each participant to select the topic for one of his projects. This would enable the participant to work on a project which would specifically fulfill his particular needs. The selection of such a project could come after the participant was informed as to the nature of the other projects to be assigned to him. While working on this project during the course of the Institute, the participant would have the benefit of exchanging his ideas with fellow participants and the Institute faculty, plus taking advantage of available local resource materials.

For better continuity in pursuing a particular project, it is suggested that one project be completed before introducing and assigning an additional project.

4. Testing

Since a consultant probably has more definite ideas than the Institute faculty as to the significant points to be emphasized within his presentation, the consultants should be requested to submit to Institute faculty questions which could be used on an examination covering his presentation. This would also encourage the consultant to cover thoroughly the subtopics assigned.

5. Instructional Materials

a. Literature Distributed to Participants Prior to Institute

In addition to a textbook which was distributed for study prior to the Institute, it is recommended that other pertinent literature be distributed.

b. Quality Reproduction of Instructional Materials Distributed to Participants

Institute faculty, seminar consultants, and participants, during the course of the Institute, submitted pertinent office occupations reference materials for duplication on the spur of the moment.

These hand-outs were distributed to participants. Some of the hand-outs were somewhat illegible because: (1) Some originals were not of the caliber conducive to quality reproduction; (2) the infrared copying machine rented by the Institute did not prove to be versatile enough to permit the production of fluid masters of the quality desired because of the various types and qualities of originals submitted to be copied.

Duplicating and copying equipment should be rented that will rapidly produce legible copies from a variety of originals.

c. Overhead Projector Transparencies

The overhead projector was used extensively during seminar sessions. (In fact, some participants commented that there was an excessive use of transparencies by seminar consultants.) Transparencies illustrating either pica or elite typewritten material proved too small to read. When projected onto a screen in a room to accommodate 40 participants, typewritten material should be at least the size of primer type.

6. Proposed Time Schedule for Planning Selected Phases of Future Institutes

Based on experience in the OEI, Institute faculty concluded that the information given in Schedule 1, p. 36, should prove beneficial to prospective directors of future institutes.

B. Major Strengths of the OEI

1. Institute Program

There seemed to be a proper planned relationship between theory (seminars) and practice (practicums).

a. Seminars

The Institute gave participants and Institute faculty the opportunity to learn from consultants recognized as leaders in the office occupations area. It proved to be a professional growth experience for Institute faculty, as well as for participants. Texas Technological College has now established a core of faculty who have acquired the most recent information available in the area of office occupations.

b. Practicums

Because of the informal atmosphere in the practicum sessions, participants exchanged ideas freely on office occupations topics. Institute faculty believe that this opportunity to work with others encountering similar office occupations problems was beneficial to all participants.

With one or two exceptions, grouping of the participants for each of the practicum projects was done on the basis of a different criterion: geographical representation, size of school represented, and

SCHEDULE 1

PROPOSED TIME SCHEDULE FOR PLANNING
SELECTED PHASES OF FUTURE INSTITUTES

Weeks Prior to Institute	Activity
36	Submit proposal for Institute to the U. S. Office of Education
28	Sign contract with U. S. Office of Education for grant
27	Order special office occupations literature for library
26	Submit to all national business education magazines and the AVA Journal publicity about the Institute and an invitation to apply to the Director
22	Prepare copy for Institute brochure
20	Mail Institute brochures and application forms to state, regional, area, and city office occupations supervisors; and to business education department chairmen of NABTE institutions for distribution within the various realms of supervision
14	Deadline date for application forms to be submitted to Director
12	Submit to state supervisors for rankings credentials for his state's applicants
10	Deadline date for state supervisors to submit requested rankings for eligible applicants in his state
8	Institute faculty select participants
7	Notify participants of their selection
6	Deadline date for receiving acceptance or rejection of invitation to participate
4	(1) Determine final participant list (2) Send participants literature for study prior to Institute

number of times with the same practicum professor. Regrouping the participants on these bases enabled the participants to become better acquainted with their colleagues and the Institute faculty and provided greater opportunities for sharing ideas and experiences.

The initial presentations, explanations, follow-up sessions, and due dates for each of the group and individual practicum projects were determined prior to the Institute. The projects were fairly evenly scheduled throughout the four-week Institute so the participants were able to complete several projects during the limited time they were on campus.

2. Type of Participants

The participant group was homogeneous because all were office occupations teachers interested in learning more about the office occupations area.

The group, however, was heterogeneous in many respects: for example, (1) geographic coverage (all major geographical areas of the U. S. were represented); (2) age distribution (both young and more mature ages were represented); and (3) business education teaching experience.

This combination of factors produced an interesting and productive learning situation.

3. The Matador Dormitory

The Matador dorm was a self-contained unit with facilities for classrooms; studying (special "study" rooms); typewriting; eating; sleeping; washing, ironing, and drying clothes; recreation; and office facilities for Institute faculty. Recreational facilities included an enclosed heated swimming pool, sun patio, tennis courts, ping-pong and billiards tables, and color television.

4. Rapport

a. Rapport Among Participants

The participants were a cohesive group; morale was no problem. Participants displayed enthusiasm for the Institute and eagerness to learn more about the office occupations area. A receptive, but relaxed, atmosphere pervaded Institute proceedings.

b. Rapport Between Participants and Institute Faculty

Good rapport was established between the participants and Institute faculty. Faculty regularly ate lunch, and frequently ate breakfast and supper with the participants. Also, most faculty members accompanied participants on the planned recreational trips.

During and after the Institute, participants sent cards and letters of appreciation to Institute faculty. During the

Institute, they planned a birthday party for one of the faculty members. At the Eyster-Lomax banquet, participants surprised each of the Institute faculty members with an engraved desk pen set.

5. Professional Meeting

The special professional activity--the Eyster-Lomax evening banquet--was inspirational in nature and proved to be one of the highlights of the OEI. All Institutes of a similar nature should plan at least one inspirational activity of this caliber.

6. Planned Recreational Activities

Since the planned recreational trips were related to the culture of the area, they are recommended because such activities contribute to the general educational growth of the individual and to the development of the "whole teacher."

APPENDIX A. MAGAZINE PUBLICITY

1. The Balance Sheet (April, 1967)

U. S. Office of Education
Summer Training Program

Texas Technological College, Lubbock, Texas, has been awarded a grant from the U. S. Office of Education to conduct a pre-service training program for office occupations teachers. The four-week program to be directed by William R. Pasewark, Head of the Business Education Department at the college, will be from July 17-August 11, 1967. Emphasis will be on developing the participant's ability to organize, administer, and teach effective office occupations programs.

Prominent visiting consultants will conduct morning seminars. The consultants include national and state officials of vocational office education, well-known college educators, and representatives of business.

Afternoon practicum sessions are designed to provide for the evaluation and practical application of theory and knowledge about office education. Practicums will be led by Texas Tech's business education professors John E. Binnion, Horace F. Griffitts, and Ronald D. Johnson.

Participants will be selected from among the fifty states. The primary admission requirement is an anticipated teaching position in an office occupations program that will be funded by the Federal government.

Forty participants will be chosen, and they may elect to receive three semester hours of graduate credit for the course. Participants will receive allowances up to $75 a week and transportation expenses. For application forms write: Dr. William R. Pasewark, Head, Department of Business Education, Texas Technological College, Lubbock, Texas 79409. Applications must be submitted by April 25.

APPENDIX A. MAGAZINE PUBLICITY

2. Business Education World (April, 1967)

A Government-Subsidized Training Program

. . . for office occupations teachers will be conducted by Texas Technological College from July 17 through August 11. Prominent visiting consultants and Texas Tech faculty members will develop the participants' ability to organize, administer and teach effective office occupations programs. The primary admission requirement is an anticipated teaching position in an office occupations program that will be funded by the Federal Government. The forty participants to be chosen may elect to receive three semester hours of graduate credit for the course; they will be given up to $75 a week and transportation expenses. For application forms, write to the director of the program, Dr. William R. Pasewark, Head, Department of Business Education, Texas Technological College, Lubbock, Texas 79409. Applications must be submitted by April 25.

APPENDIX B

Application for
PRESERVICE EDUCATION OF
OFFICE OCCUPATION TEACHERS
July 17-August 11, 1967

Business Education Department
TEXAS TECHNOLOGICAL COLLEGE
Lubbock, Texas 79409

Application must be received by your State Supervisor for Vocational Office Education before April 25, 1967

Miss
Mrs.
Mr. _____ Age _____
Last, First, Middle Names

Home Address _____
Street, City, State, Zip Telephone

School Address _____
Name of School

_____
Street Address, City, State, Zip

Teaching Experience

Dates	School	Address	Business Subjects Taught in the Last 5 Years

Business Experience

Dates	Company	Address	Type of Work

Education

Dates	Degree	Major	College	Location

Community, Professional, Fraternity, Sorority, etc. affiliations

Dates	Name	Location	Offices or Responsibilities

(over please)

Do you have a contract to teach in a federally funded office occupations program for Fall, 1967? Yes_____ No_____

When do you expect to teach in an office occupations program that will be federally funded? Please be specific.

Have you taught previously in a federally funded office occupations program?
Yes_____ No_____ If "Yes," When?_____ Where?_____

If selected, do you intend to enroll in the program for graduate credit at Texas Tech? Yes_____ No_____ (In the selection of nominees, no distinction will be made between participants who do and do not intend to enroll for college credit.)

In fewer than 200 words, please explain how you believe you and students you will teach in Fall 1967 will gain from your attendance in this training program.

If selected as a participant, do you agree to attend the entire training program from the first meeting at 7 p.m., Sunday, July 16 through the last meeting that ends at 12:10 p.m., Friday, August 11? Yes_____ No_____

Date_____ Applicant's Signature _____

AN OFFICIAL TRANSCRIPT OF ALL YOUR COLLEGE WORK MUST ACCOMPANY THIS APPLICATION.

Qualifications for Participants

The primary qualification will be an anticipated teaching position in an office occupations program that will be funded by the Federal government.

Other considerations will be the need for, interest in, and potential to profit from the program.

No person shall, on the ground of race, sex, creed, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Application for and Selection of Participants

1. Obtain an Application for PRESERVICE TRAINING PROGRAM FOR OFFICE OCCUPATIONS TEACHERS by writing to: Dr. William R. Pasewark, Business Education Department, Texas Technological College, Lubbock, Texas 79409.

2. Send the completed application form and your college transcripts to your State Consultant for Office Education. He must receive them by April 25, 1967.

3. By May 1, 1967, your State Consultant for Office Education will rank all applicants in your state and forward the application forms, transcripts, and his rankings to Texas Tech.

4. The Texas Tech Program Director and Practicum Professors will select 40 participants and 20 alternates by May 5, 1967.

5. Participants and alternates will be notified of their selection by May 10, 1967.

Graduate Credit

The program will be available to participants with or without graduate credit. To receive credit, the participant must be formally admitted to The Graduate School, Texas Technological College, and to the course Business Education 535, Seminar in Business Education—Administration and Supervision of Vocational Education, which carries 3 semester hours of graduate credit.

Stipends

Participants will receive stipends of $75 a week and textbooks will be furnished. Actual travel reimbursement, not to exceed round-trip tourist air fare from the participant's hometown airport to Lubbock, Texas, will also be provided—the maximum allowance for transportation is $140.

Housing

Participants will be housed in an air-conditioned dormitory on campus. A single room with board for the four-week program will be approximately $190.

Academic and Library Facilities

The program will be conducted in an air-conditioned building completed in 1960.

The college library is housed in a modern, air-conditioned building completed in 1962. Library holdings now total 775,000 items. As one of the two original depositories for Federal publications in Texas, the Texas Tech College Library receives every publication from the U. S. Government Printing Office.

Lubbock, Texas

Texas Tech is located in Lubbock, a young city of 170,000 in the heart of the Great Southwest on the agriculturally-rich High Plains of Texas. Airlines, railroads, and highways radiate from the city. Replacing the cattle trails of the frontier of fifty years ago, jet air lines serve the needs of modern Lubbock and Texas Tech in bringing the West Coast as near as four hours.

Inviting climate is an inexhaustible resource. Study, work, and play are pleasant at the crisp 3,243-foot elevation. A yearly average of 315 sunlit days companion cool, starry nights. Lubbock is known as a city of parks with over 1,575 acres of city parkland plus the famous 549-acre Mackenzie State Park.

Horseback riding, water skiing, boating, and swimming are only minutes away, as are five golf courses and an abundance of tennis and outdoor handball courts.

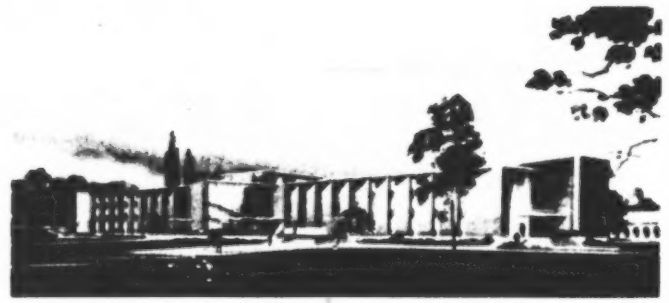
The frontier past lingers on in the romantic history of such famous ranches as the Matador, the Pitchfork, and the 6666. Less than eighty years ago, the Comanche Indian hunted the antelope and buffalo roaming the area. Today, the folklorists spend pleasant hours finding Indian relics.

Lubbock's interest in cultural pursuits is evident in the Municipal Auditorium-Coliseum on the Texas Tech campus, which annually presents Broadway plays, ballets, touring musical extravaganzas and pop musicians. Among the city's various cultural activities are the programs of the Lubbock Symphony Orchestra and the Lubbock Theatre Center. Students will have full access to the Student Union with its varied facilities and programs.

BUSINESS EDUCATION DEPARTMENT

Texas Technological College

Lubbock, Texas



PRESERVICE EDUCATION FOR OFFICE OCCUPATIONS TEACHERS

July 17 - August 11, 1967

This program is conducted pursuant to a grant from the U. S. Office of Education.

The Business Education Department at Texas Technological College will conduct a four-week training program, July 17-August 11, 1967, for those who anticipate teaching in an office occupations program that will be federally reimbursed.

Objective

The primary objective of the program will be to educate new office occupations teachers. Emphasis will be placed on the acquisition and application of skills and knowledges to enable participants to conduct vocational office education programs in their local schools.

Program

1. SEMINARS. Seminars led by visiting consultants will be held from 9 a.m.-12:10 p.m. Monday through Friday. During these seminars, participants will receive instruction in the administration and teaching of office occupations programs. Seminar topics and visiting consultants include:

The Office Occupations Student
Mr. Samuel M. Greer, State Supervisor of Office Occupations, Columbia, South Carolina.

The Office Occupations Program
Mr. Bernard Shilt, City Director of Business Education, Buffalo, New York.

Office Occupations
Dr. Bruce Blackstone, Head, Office Occupations Education, U. S. Office of Education, Washington, D.C.

Facilities, Equipment, Supplies, and Classroom Layouts
Dr. William Selden, State Supervisor of Business Education, Department of Public Instruction, Harrisburg, Pennsylvania.

Administration and Supervision of Office Occupations Programs
Mr. Everett W. Fuller, Director, Vocational Office Education, Texas Education Agency, Austin, Texas.

Office Systems and Data Processing
Dr. E. Dana Gibson, President, Society for Automation in Business Education, San Diego State College, San Diego, California.

Cooperative, Simulated, and Directed Programs
Mr. James H. Wykle, Field Representative, Office and Business Education, Health, Education, and Welfare Department, Region IV, Atlanta, Georgia.

Cooperative Office Education Course
Mrs. M. Maxine King, Area Supervisor, Vocational Office Education, Corpus Christi, Texas.

The Office Practice Course
Mr. Robert J. Ruegg, Vice President, Stenographic Machines, Inc., Skokie, Illinois.

Research in Office Education
Dr. Harry Huffman, Professor of Business and Office Education, Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

The Office Occupations Teacher
Dr. Fred S. Cook, Chairman, Business and Distributive Education Department, Wayne State University, Detroit, Michigan.

2. PRACTICUMS. Participants will be divided into three practicums that will meet from 2-4:30 p.m. Monday through Thursday. Practicums are designed to provide for the evaluation and practical application of theory and knowledge about office education. Instruction during the practicum sessions will be focused on teacher preparation within the taxonomic clusters of office occupations as defined by the U. S. Office of Education.

Of fundamental concern during the practicum sessions will be the application of knowledge to each participant's local community.

Topics for discussion and implementation will be oriented to each of the office occupations clusters and will include: course content; instructional materials; teaching methods, techniques, devices, and media applicable to cooperative, simulated, and directed learnings; and special facilities, equipment, and supplies.

Practicum sessions will be conducted by Texas Tech business education professors:

Dr. John E. Binnion. Author of professional materials. Past President of MPBEA; past National Officer of Delta Pi Epsilon. EdD, Oklahoma State University. CPA.

Prof. Horace F. Griffitts. Teaching experience in high school, technical institute, junior college, and university—including MDTA training program.

Dr. Ronald D. Johnson. Two years' service in Indonesia on a Ford Foundation project developing office occupations programs. DBA, Indiana University.

Dr. William R. Pasewark. Program Director. Head, Business Education Department, Texas Tech. PhD, New York University.

Request for Application Form

PRESERVICE EDUCATION FOR OFFICE OCCUPATIONS TEACHERS

Miss
Name Mrs.
Mr. _____
Last, Middle, First Names

Home Address _____
Street, City, State, Zip Code

School Address _____
Name of School

_____
Street, City, State, Zip Code

Send to: Dr. William R. Pasewark, Head
Business Education Department
Texas Technological College
Lubbock, Texas 79409

APPENDIX D. LIST OF STATE OFFICIALS WITH SUPERVISORY RESPONSIBILITY FOR OFFICE OCCUPATIONS EDUCATION CONTACTED FOR APPLICANTS

ALABAMA	Mrs. Eva S. Carr, 607 State Office Building, Montgomery 26104
ALASKA	James R. Beima, 326 Alaska Office Bldg., Juneau 99801
ARIZONA	Eugene L. Dorr, 412 Arizona State Bldg., Phoenix 85007
ARKANSAS	Miss Mildred Brading, State Department of Education, Division of Vocational Education, Little Rock 72201
CALIFORNIA	R. C. Van Wagenen, State Education Bldg., 721 Capitol Mall, Sacramento 95814
COLORADO	Wallace L. Clark, 32 State Services Bldg., Denver 80203
CONNECTICUT	William F. Clynes, Bureau of Vocational Education, State Office Bldg., Hartford 06115
DELAWARE	Roy G. Schweet, State Department of Public Instruction, P. O. Box 697, Dover 19901
DISTRICT OF COLUMBIA	Mrs. Lucille Polk, 3331 Prospect, N. W., Washington 20007
FLORIDA	Joseph R. Barkley, State Department of Education, Tallahassee 32304
GEORGIA	Russell J. Mercer, State Office Bldg., Atlanta 30334
HAWAII	Mrs. Keakealani L. Char, P. O. Box 2360, Honolulu 96804
IDAHO	Larry Geiser, 518 Front Street, Boise 83706
ILLINOIS	Robert F. Kozelka, 403 Centennial Bldg., Springfield 62706
INDIANA	John D. Lee, 600 Old Trails Bldg., 309 W. Washington, Indianapolis 46204
IOWA	Weldon Else, State Office Bldg., Des Moines 50319
KANSAS	Mrs. Jeanne A. Oliver, Room 1116, State Office Bldg., Topeka 66612

KENTUCKY	George W Vanover, State Department of Education, Frankfort 40601
LOUISIANA	Richard D Clanton, State Department of Education, State Capitol Bldg., Baton Rouge 70804
MAINE	Charles H. Boterf, Jr., State Department of Education, Augusta 04301
MARYLAND	Allen R. Gaddis, State Department of Education, 301 W. Preston Street, Baltimore 21201
MASSACHUSETTS	Robert L. Manning, 200 Newbury Street, Boston 02116
MICHIGAN	Lawrence T. Thomson, Box 928, Lansing 48904
MINNESOTA	Harlan H. Sheely, Department of Education, Centennial Office Bldg., St. Paul 55101
MISSISSIPPI	William S. Stewart, Box 771, Jackson 39205
MISSOURI	Charles A. Newman, Jefferson Bldg., Jefferson City 65101
MONTANA	Raymond W. Heley, State Department of Public Instruction, Capitol Bldg., Helena 59601
NEBRASKA	John E. Elias, 10th Floor, State Capitol Bldg., Lincoln, 68509
NEVADA	Edward Cordisco, State Department of Education, Carson City 89701
NEW HAMPSHIRE	Donald H. Peterson, State Department of Education, Stickney Avenue, Concord 03301
NEW JERSEY	Alvin Weitz, State Department of Education, 225 West State Street, Trenton 08625
NEW MEXICO	James Houstman, New Mexico Department of Education, Capitol Building, Santa Fe 87501
NEW YORK	Hobart H. Conover, State Department of Education, Albany 12224
NORTH CAROLINA	Miss D. Macil Via, Education Bldg., Raleigh 27602
NORTH DAKOTA	Virgil D. Gehring, Department of Public Instruction, Capitol Bldg., Bismarck 58501
OHIO	Robert D. Balthaser, State Department of Education, 65 S. Front Street, Room G17, Columbus 43215
OKLAHOMA	Victor Van Hook, 1515 West Sixth Avenue, Stillwater 74074

OREGON	Ronald L. Thurston, Public Service Bldg., State Department of Education, Salem 97310
PENNSYLVANIA	William Selden, Department of Public Instruction, Harrisburg 17126
RHODE ISLAND	Edward Medeiros, State Department of Education, Roger Williams Bldg., Hayes Street, Providence 02908
SOUTH CAROLINA	Samuel M. Greer, 905 Rutledge Bldg., Columbia 29201
SOUTH DAKOTA	L. E. Bak, SDEA Bldg., Pierre 57501
TENNESSEE	Mrs. Dorothy Draper, 205 Cordell Hull Bldg., Nashville 37219
TEXAS	Everett W. Fuller, Texas Education Agency, Capitol Station, Austin 78781
UTAH	E. Charles Parker, State Board of Education, 1400 University Club Bldg., 136 East South Temple, Salt Lake City 84111
VERMONT	Charles L. Guatney, State Department of Education, State Office Bldg., Montpelier 05602
VIRGINIA	Marguerite Crumley, State Department of Education, Richmond 23216
WASHINGTON	Dennis E. Roley, P. O. Box 248, Olympia 95801
WEST VIRGINIA	O. J. Byrnside, Jr., Bureau of Vocational, Technical & Adult Education, State Department of Education, Capitol Bldg., Charleston 25305
WISCONSIN	Vernon Swenson, State Board Vocational & Adult Education, 1 W. Wilson Street, Madison 53702
WYOMING	Raymond J. Grandfield, Capitol Bldg., Cheyenne 82001
GUAM	Charles E. Borum, P. O. Box 157, Agana 96910
PUERTO RICO	Mrs. Felicita Mendez, Box 818, Hato Rey 00919
VIRGIN ISLANDS	Raphael Wheatley, Department of Education, P. O. Box 630, St. Thomas 00801

APPENDIX E. LETTER TO STATE SUPERVISORS REQUESTING NOMINATIONS

April 5, 1967

State Consultant for
Office Education

Enclosed are descriptions and application forms for the Pre-Service Education of Office Occupations Teachers training program to be conducted at Texas Technological College July 17-August 11, 1967.

Will you please send these application forms to the best-qualified teachers in your state and encourage them to apply.

By April 25, you should have received application forms and transcripts from each of the applicants who will apply from your state. By May 1, will you please rank all applicants in your state and send me the application forms and transcripts for all who apply.

Please indicate your rankings by writing your ranking number and your initial in the upper right corner of each application form.

Notice under Qualifications for Participants that the primary qualification will be an anticipated teaching position in an office occupations program that will be funded by the Federal government. Preference should be given to <u>beginning</u> teachers in these programs.

We appreciate your willingness to help make this a unique and quality program for our office occupations teachers.

William R. Pasewark
Head

Enclosures

2

APPENDIX F. NOMINEE EVALUATION FORM

NOMINEE EVALUATION FORM State of _____

Criteria	Name of Nominee			
	Assignment of Criteria Points			
I. Federally Funded Program (10-8-6)				
II. Teaching Experience (10-8-6-5-0)				
III. Business/Economics Courses (5-3-1)				
IV. Work Experience (10-8-7-5-3-2)				
V. Philosophy (5-3-1)				
VI. College Grades (5-3-1)				
VII. Age (3-2-1)				
VIII. Professionalism (3-2-1-0)				
Total Criteria Points				

APPENDIX G. NAMES AND SCHOOL AFFILIATIONS OF PARTICIPANTS

Mr. Carles R. Allen
O'Fallon Technical High School
5101 Northrup Avenue
St. Louis, Missouri 63110

Mr. Gilbert Archuleta
Taos High School
Taos, New Mexico 87571

Mr. Juanito Barry
Charlotte Amalie High School
St. Thomas, Virgin Islands 00801

Mrs. Phyllis L. Baxa
King High School
6815 - 56th Street
Tampa, Florida 33610

Mrs. Rita F. Blakslee
Whitefield High School
Whitefield, New Hampshire 03598

Miss Theresa A. Bryant
Odessa High School
P. O. Box 3912
Odessa, Texas 79760

Mrs. Betty M. Buck
Ripley High School
Ripley, West Virginia 25271

Miss Joanne Marie Case
Anoka Senior High School
Anoka, Minnesota 55303

Mrs. I. Louise T. Chambers
New Miami High School
600 Seven Mile Avenue
Hamilton, Ohio 45011

Mrs. Bertha J. Decker
Overlea Senior High School
5401 Kenwood Avenue
Baltimore, Maryland 21206

Mr. Gerald K. Dutra
Fremont High School
Box F
Sunnyvale, California 94087

Mr. Vernon R. Fennell
Saydel High School
5601 N. E. Seventh Street
Des Moines, Iowa 50313

Mr. Willie D. Freeman
Richards Vocational High School
3037 South Wallace
Chicago, Illinois 60616

Miss Patricia G. Gibson
Maryvale High School
3415 N. 59th Avenue
Phoenix, Arizona 85033

Mrs. Claudette S. Glapion
John H. Martyn High School
1108 Shrewsbury Road
New Orleans, Louisiana 70121

*Miss Gail Golub
Roosevelt High School
3436 West Wilson
Chicago, Illinois 60625

Mr. Garth A. Hanson
Utah State University
Logan, Utah 84321

Miss June S. Hedin
Osseo High School
317 Second Avenue, N.W.
Osseo, Minnesota 55369

Miss Anne C. Hodges
W. P. Davidson High School
3900 Pleasant Valley Road
Mobile, Alabama 36608

*Withdrew from Institute on August 2 for medical reasons.

Mr. Richard L. Imber
Aurora Central High School
1085 Newark Street
Aurora, Colorado 80010

Mr. Gary T. Johnason
Campbellsport High School
Campbellsport, Wisconsin 53010

Mr. Sheldon M. Jones
Marsh Valley High School
Arimo, Idaho 83243

Mr. Donald L. Jumper
Cumberland Valley High School
Mechanicsburg R. D. 1
Mechanicsburg, Pennsylvania 17013

Mrs. Jean C. Karsner
Franklin County High School
1100 East Main Street
Frankfort, Kentucky 40601

Mrs. Virgie Louise Land
Green B. Trimble Technical High School
1003 West Cannon
Fort Worth, Texas

Mr. Elmo W. Ledbetter
Albany Union High School
1130 W. Queen Street
Albany, Oregon 97321

Mrs. Cora R. Lee
Carver High School
Hamilton, Georgia 31906

Miss Mary L. Lentz
Daniel C. O'Keefe High School
Atlanta, Georgia 30305

Miss Martha R. McManaway
T. C. Williams High School
Alexandria, Virginia

Mr. Jeffrey C. Martin
Avon High School
West Avon Road
Avon, Connecticut 06001

Mr. Wayne K. Mayes
Hobbs High School
1300 Scharbauer
Hobbs, New Mexico 88240

Miss Mary E. Musekamp
California School of Business
1026 West Garvey Avenue
West Covina, California 91790

Mr. Richard D. Nordberg
Watford City High School
Watford City, North Dakota 58854

Mrs. Florence H. Peacore
Rapid City High School
Columbus at Sixth Street
Rapid City, South Dakota 57701

Miss Janice L. Reed
J. P. McCaskey High School
Reservoir Street
Lancaster, Pennsylvania 17602

Mr. Robert L. Rowland
Gallatin Senior High School
Gallatin, Tennessee 37066

Miss Frances E. Sessoms
East Mecklenburg High School
6800 Monroe Road
Charlotte, North Carolina 28212

Mrs. Zota M. Smith
Wharton County Junior College
911 Boling Highway
Wharton, Texas 77488

Mr. Albert J. Walczak
Albany Union High School
1130 West Queen
Albany, Oregon 97321

Mr. Donald E. Yerk
Seminole High School
8401-131st Street
Seminole, Florida

Texas Technological College

SCHOOL OF BUSINESS ADMINISTRATION

This certificate is awarded to

in recognition of successful completion of the

OFFICE EDUCATION INSTITUTE

Presented at Lubbock, Texas, this ____ day of _____, 19____

George Gunther
Dean, School of Business Administration

Russ J. Rochstow
Head, Office Occupations Education, U. S. Office of Education

W. Pasewark
Head, Department of Business Education

APPENDIX I. CONSULTANT'S SEMINAR
PLAN FORM

CONSULTANT'S SEMINAR PLAN

Preservice Education of Office
Occupations Teachers
Texas Technological College
Lubbock, Texas 79409

Please return this copy by:

_____

Keep one copy.

Seminar Consultant_____
Position_____
Address_____
Street, City, State, Zip
Telephone: Area Code_____ Number_____ Extension_____

Travel Information:

Arrival in Lubbock: Date_____ Day_____ Time_____
Flight No._____ Airline_____
Departure from Lubbock: Date_____ Day_____ Time _____
Flight No._____ Airline_____
Shall we make hotel reservations for you? Yes_____ No_____
If yes, what type of accommodations?_____

Your Presentation:

Date_____ Time 9:00 a.m. - 12:10 p.m.
Coffee Break 10:30 - 10:40 a.m.
Location_____

Your Topic_____
Your Objective

What audio/visual aids can we provide to enhance your presentation?

Can we duplicate material that will make your presentation more effective? Yes_____ No_____
If yes, please send material to Bill Pasewark by June 1. Duplicated material will be distributed to participants the day before your presentation unless you specify otherwise.

(over please)

Your Topical Outline:

Please provide us with a topical outline of your presentation. We can then identify possible repetition of parts of seminars and also be certain that important items are not overlooked. The topical outline will be duplicated and distributed to participants and other consultants.

Guides for a successful presentation:

Plenty of vital information
Be specific
Don't read your notes
Develop a hard-hitting, fast-moving presentation
Humor is appropriate if it's your style
Good visual aids speed comprehension and create interest

APPENDIX J. INFORMATION
LETTER TO CONSULTANTS

OFFICE EDUCATION INSTITUTE
BUSINESS EDUCATION DEPARTMENT
TEXAS TECHNOLOGICAL COLLEGE
LUBBOCK, TEXAS 79409

June 29, 1967

OFFICE EDUCATION INSTITUTE CONSULTANTS:

Topical Outlines for the OFFICE EDUCATION INSTITUTE seminars and practicums have been sent to you. Some details of the practicums are still tentative.

So there will be no overlapping or omissions, will you be certain to cover every topic on your subject and do not discuss any topics assigned to another consultant.

Don't forget, by July 1, please send me a one-page (250 words on 8 1/2 x 11" paper, double spaced) summary of your presentation. The summary will be printed in the final report of the program and distributed throughout the country.

Reservations have been made for you at The Matador which is described in literature you recently received. This is where the participants will be housed and the Institute will be conducted.

Our Institute faculty are enthusiastic and confident about the program for Pre-Service Education for Office Occupations Teachers and we'll all be anxious to meet with you in Lubbock.

William R. Pasewark
Institute Director

ts

APPENDIX K. CITATIONS PRESENTED AUGUST 7 AT PROFESSIONAL MEETING

1. To Dr. Elvin S. Eyster

Elvin S. Eyster . . . energetic, devoted, sincere man of vision. Leader in business education.

Under the influence of your personality, Doctor Eyster, people from all over the world have come to study with you and carry back a philosophy of business education which includes Christian ethics as well as principles of business and economics. Under your inspiration, teachers have returned to their classrooms to begin new careers of service to others and of leadership to education and to business.

You are noted as an accomplished and interesting speaker; and because of this, students of business education from throughout our Country have been able to learn of your far-reaching philosophy as you travel from region to region to speak at professional meetings. All of us have profited from your devotion, character, example, and influence.

Your professional writings are well known to all of us, too. Included in the list are textbooks, monographs, editorials, professional articles, chapters in yearbooks. Of equally great importance has been your distinguished work in business teacher education, research in all areas of education, and professional organizations where you have served as president of all of the leading professional groups in our field. In 1956 you were the recipient of the fourth annual John Robert Gregg Award in Business Education.

Texas Technological College salutes you, Doctor Eyster, for your many years of service to education and particularly to business teacher education. Your inspiration will be with us always, and we look forward to many more years of service in the field.

2. To Dr. Paul S. Lomax

Paul Sanford Lomax . . . pioneer in the field of business education; innovator, philosopher, stimulator.

You, Doctor Lomax, have been instrumental in establishing sound graduate study in business education; in directing early research studies in the field; in inspiring others to leadership in local, state, regional, and national organizations. You have been active as a writer--eight textbooks, numerous articles, editorials, monographs, chapters in yearbooks; and as an editor you were responsible for the first three yearbooks in business education.

Under your foresight and leadership, professional organizations have been founded, improved, expanded, and directed. You have served as president of more of the principal national and regional associations of

business education in this country than any other business educator. You were the founder of Delta Pi Epsilon, the national graduate honorary fraternity in business education, and co-founder of the National Council for Business Education, an early professional group which later merged with other organizations to make up what we now know as the National Business Education Association.

Active in education for more than fifty-nine years, you still inspire your old friends and your new disciples. Your time, your talents, and your energies are freely given to all levels and types of educational endeavor, including Federal matters. In 1954 you were the recipient of the second annual John Robert Gregg Award in Business Education.

Texas Technological College salutes you, Doctor Lomax, for your more than one-half century of service to education. We are grateful to you for your inspiration and your leadership, and we know that the world is a better place to live because you worked and taught here. Your fame will never die.

APPENDIX L NEWS RELEASES

1 Announcements Released Prior to the Institute

LUBBOCK, June 12 -- Texas Tech's School of Business Administration has been awarded a $33,250 U. S. Office of Education grant to conduct a summer institute in Office Education, Dean George G. Heather has announced.

Forty trainees from 29 states have been chosen to participate in the four-week training program scheduled July 17 through August 11 under the direction of Dr. William R. Pasewark, Head of Tech's Department of Business Education.

Visiting consultants will include Dr. Bruce Blackstone, Head of Office Occupations Education for the U. S. Office of Education, Washington, D.C.; Dr. E. Dana Gibson, President of the Society for Automation in Business Education at San Diego State College, California; Dr. William Selden, Supervisor of Business Education for Pennsylvania's Department of Public Instruction; and Robert J. Ruegg, Vice President of Stenographic Machines, Inc., Skokie, Illinois.

"Practicum" sessions, designed to evaluate and provide for practical application of theory, will be led by Tech business education professors John E. Binnion, Horace E. Griffitts and Ronald D. Johnson.

Dr. Pasewark said the main objective of the course will be to develop participants' abilities to organize, administer, and teach office occupations programs that are Federally funded. Trainees, who may elect to receive three semester hours of graduate credit for the course, will receive stipends of $75 per week plus transportation expenses.

The Tech short course is the first Office Education Institute to be funded by the Federal Government under the current USOE program, Dr. Pasewark noted.

LUBBOCK, Tex., July 13 -- Forty prospective teachers in a federally funded Office Occupations Program will attend a special summer institute at Texas Tech beginning Monday (July 17).

Dr. George G. Heather, Dean of Tech's School of Business Administration, said the four-week institute will be directed by Dr. William R. Pasewark, Head of the School's Department of Business Education.

Dr. Pasewark called the course "Pre-Service Education for Office Occupations Teachers." He said its primary objective "will be to educate new office occupations teachers with emphasis on the acquisition and application of skills and knowledge to enable them to conduct vocational office education programs in their local schools."

Morning seminars will be held each weekday with afternoon sessions planned to give the participants an opportunity to relate practice exercises. These sessions will take up "course content; instructional

materials; and teaching methods, techniques, devices, and media applicable to cooperative, simulated and directed learnings," Dr. Pasewark said.

Texas Tech Business Education faculty members Dr. John E. Binnion, Dr. Horace F. Griffitts and Dr. Ronald D. Johnson will conduct the practicums.

The morning seminars will be conducted by Samuel M. Greer, State Supervisor of Office Occupations, Columbia, S. C.; Bernard Shilt, Buffalo, N.Y., City Director of Business Education; Dr. Bruce Blackstone, Head of Office Occupations Education, U. S. Office of Education, Washington, D. C.; Dr. William Selden, Pennsylvania State Supervisor of Business Education, Harrisburg; Everett W. Fuller, Texas State Director of Vocational Office Education, Austin; Dr. E. Dana Gibson, President of the Society for Automation in Business Education, San Diego State College, San Diego, Calif.

James H. Wykle, Field Representative of the Office of Business Education for Region IV of the Department of Health, Education and Welfare, Atlanta; Mrs. Maxine King, Area Supervisor for Vocational Office Education, Corpus Christi, Tex.; Robert J. Ruegg, Vice President of Stenographic Machines, Inc., Skokie, Ill.; Dr. Harry Huffman, Professor of Business and Office Education for the Center for Vocational and Technical Education, Ohio State University; and Dr. Fred S. Cook, Chairman of the Business and Distributive Education Department at Wayne State University, Detroit.

2. Interview with Dr. Bruce Blackstone

LUBBOCK, July 20 -- Dr. Bruce Blackstone of Washington, D.C., challenged 40 office occupations teachers Thursday (July 20) to "teach occupations, not textbooks, and individuals, not classes."

Blackstone, chief of the Office Occupations Education program of the U. S. Office of Education, was in Lubbock to speak to teachers attending a four-week workshop sponsored by Texas Tech's Business Education Department.

He said, "We live in a business-filled environment and we need to know both how to be a consumer of the services of business and how to be producers of services for business."

Blackstone said the primary goal of the Federal program he heads "is to assist the several states through administrative, professional, and consultive service to maintain, extend, and improve education for office occupations." This category makes up almost 17 per cent of the American work force, standing second only to the machine operators--that is, anyone who operates any kind of machine from a lathe to an elevator.

"Of the high school graduates who do not go on to further schooling," he said, "about 40 per cent enter the world of work through a door labeled 'office' and there is a chronic shortage of office help."

He said the office occupations educator "has the responsibility to analyze an occupation in terms of what must be done on the job, identify the necessary social and background skills to do them, and then develop performance standards for these skills and background knowledges."

The Federal official said, "Any student who takes an office occupations program has a built-in scholarship if he wishes to further his education. There always is a demand for office help on a university campus if the student has the necessary skills."

3. Interview with Dr. Eyster and Dr. Lomax

LUBBOCK, Tex., Aug. 7 -- Two business education pioneers came to Texas Tech Monday (Aug. 7) to review the field's history, note new trends, and plot the future.

Dr. Elvin S. Eyster, retired head of the Department of Business Education and Office Management at Indiana University, Bloomington, described the "characteristics of a professional person" at a dinner Monday. On Tuesday he was slated to discuss "New Directions in Business Education."

Dr. Paul S. Lomax, retired head of the Department of Business Education in New York University's School of Education, drew from his own career experiences to outline the importance of maintaining teacher-student personal relations despite growing enrollment.

The two educators spoke to area business teachers, including 39 business education teachers who have been here for three weeks of a four-week workshop sponsored by Tech's Department of Business Education, under the direction of Department Head Dr. William R. Pasewark.

Eyster said business education in general "has attained an enviable position in the past 50 years with as many people enrolled in the field as in all other vocational fields combined."

But he said "the time has come when we have to consider at least a general business course as a necessary, required part of high school education, particularly for students who are not in college preparatory programs."

He said every secondary school student, whether he goes to college or becomes a beauty operator or a gas station attendant, needs to have some basic business education background.

He said, among other things, the American economy would benefit greatly by a generally improved labor-management relationship if the "hired hand knew some of the problems of management." Such general courses would help the student "recognize and understand the profit motive, respect the boss, and attain ability to carry out orders," according to Eyster.

He said another trend in the business education field is the movement of advanced training to the junior college level. "Until recently," he said, "we have thought of high school business training as the end of the road . . . that the high school graduate from business and office courses was going to go right into the job market."

But now, he said, there is a larger movement into higher education, and the "high school has an emerging obligation to prepare people for junior college or the university."

Lomax cautioned against the loss of personal contacts and counseling in the classroom and on the campus. He related experiences of inspiration from his own background and said "while it is more difficult to have personal contact and concern with the progress of every student as our enrollments grow, it is not impossible."

He said the business education teacher has an "overriding obligation" to maintain these contacts and not let the student get too far removed from his source of inspiration and information.

4. OEI Completion Ceremonies

LUBBOCK, Tex., Aug. 11 -- Dr. S. M. Kennedy, Texas Tech Vice President for Business Affairs, spoke Friday (Aug. 11) of long range goals of improved educational techniques but warned against expecting tangible benefits too soon.

Kennedy was the main speaker at exercises marking the end of a four-week office education course for 39 business teachers from 29 states and the Virgin Islands.

The course, conducted by the Texas Tech Business Education faculty under the direction of Department Head Dr. William R. Pasewark, was funded by a $33,250 Federal grant from the U. S. Office of Education.

During Friday's course-ending ceremonies, the "graduates" heard from Pasewark, Kennedy, and business education faculty members. Certificates were presented by Dr. George G. Heather, Dean of Tech's School of Business Administration.

Kennedy told the class "Results in the training of people is a very long term project. You cannot ever see the results of your work immediately because it takes years. But remember, the people you will lead this fall in your classrooms will be all the country has to work with in the year 2010."

Pasewark told the class to "return to your homes, prepared to share what you have learned here, not only with your students in the classroom, but with the business teachers in your area."

5. Completion of the OEI

LUBBOCK, August 11. "SCHOOL TIES" -- Willie D. Freeman Jr., front right, high school business teacher from Chicago, will be "tied up" by Texas Tech when he gets back to Chicago's Richards Vocational High School. Dr. William R. Pasewark, left, paused during closing exercises of a four-week office education workshop to award Freeman a tie of Pasewark's the Chicagoan admired when the workshop opened. Freeman holds the tie and his workshop certificate in one hand while shaking hands with Tech's Dr. S. M. Kennedy, Academic Vice President. Certificates were presented by Business Administration Dean George G. Heather. The tie Freeman is wearing, incidentally, was another "workshop trophy." It has been owned by the husband of a workshop faculty member who was moved to similar generosity after a compliment by the Chicago teacher.

APPENDIX M. PARTICIPANT'S EVALUATION OF INSTITUTE FORM

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OFFICE EDUCATION INSTITUTE
Business Education Department
Lubbock, Texas 79409

PARTICIPANT'S EVALUATION OF INSTITUTE
August 10, 1967

Rating: Please circle the number that expresses your evaluation for each item.

Comments: If you wish, please indicate your reason(s) for your rating and/or offer constructive suggestions when applicable.

	Rating				
	Poor		Satis-factory		Excel-lent
1. Seminars	1	2	3	4	5
Comments:					
2. Practicums	1	2	3	4	5
Comments:					
3. Institute housing and facilities (See item 4)	1	2	3	4	5
Comments:					

PARTICIPANT'S EVALUATION OF INSTITUTE

	Rating				
	Poor		Satis-factory		Excel-lent
4. Participant's housing (I lived at the Matador: Yes No)	1	2	3	4	5
Comments:					
5. Library					
Matador	1	2	3	4	5
Comments:					
Texas Tech	1	2	3	4	5
Comments:					
6. Planned recreational activities (answer only if you participated)					
Lubbock Tour	1	2	3	4	5
El Paso-Juarez	1	2	3	4	5
Palo Duro	1	2	3	4	5
Comments:					

PARTICIPANT'S EVALUATION
OF INSTITUTE

	Rating				
	Poor		Satis-factory		Excel-lent
7. Food	1	2	3	4	5

Comments:

8. Transportation	1	2	3	4	5

Comments:

9. Overall rating of Institute	1	2	3	4	5

Comments:

APPENDIX N. PARTICIPANT'S EVALUATION
OF SEMINAR CONSULTANTS FORM

DO NOT SIGN THIS FORM

OFFICE EDUCATION INSTITUTE
Business Education Department
Lubbock, Texas 79409

PARTICIPANT'S EVALUATION
OF SEMINAR CONSULTANTS
August 11, 1967

Rating: Please circle the number that expresses your overall evaluation of each Consultant's presentation.
Comments: If you wish, please indicate your reason(s) for your rating and/or offer constructive suggestions when applicable.

	Rating				
	Poor		Satis-factory		Excel-lent
1. Mr. Samuel M. Greer State Supervisor of Office Occupations South Carolina "The Office Occupations Student"	1	2	3	4	5
Comments:					
2. Mr. Bernard A. Shilt City Director of Business Education Buffalo, New York "The Office Occupations Program"	1	2	3	4	5
Comments:					
3. Mr. David A. Thompson State Director of Distributive Education, Texas "The Teacher of Cooperative Programs"	1	2	3	4	5
Comments:					
4. Mr. Ron Hamm, Director Public Information Texas Technological College "Public Relations"	1	2	3	4	5
Comments:					

PARTICIPANT'S EVALUATION
OF SEMINAR CONSULTANTS

	Rating				
	Poor		Satis-factory		Excel-lent
5. Dr. Bruce I. Blackstone, Head Office Occupations Education USOE, Washington, D. C. "Office Occupations" Comments:	1	2	3	4	5
6. Mr. Everett W. Fuller, Director Vocational Office Education Texas Education Agency Austin, Texas "Administration and Supervision of Office Occupations Programs" Comments:	1	2	3	4	5
7. Miss Nelda Jobe Teacher-Coordinator Lubbock Public Schools "The Coop Student" Comments:	1	2	3	4	5
8. Mrs. Glenda Rawls Teacher-Coordinator Lubbock Public Schools "The Coop Student" Comments:	1	2	3	4	5
9. Dr. William Selden State Supervisor of Business Education Department of Public Instruction Harrisburg, Pennsylvania "Facilities, Equipment, Supplies, and Classroom Layouts" Comments:	1	2	3	4	5

PARTICIPANT'S EVALUATION
OF SEMINAR CONSULTANTS

		Rating				
		Poor		Satis-factory		Excel-lent
10.	Dr. James B. Meehan Dean of Administration Hunter College, New York "Office Machines/Procedures I" Comments:	1	2	3	4	5
11.	Mr. James H. Wykle, Specialist Business and Office Occupations U. S. Office of Education Atlanta, Georgia "Cooperative, Simulated, and Directed Programs" Comments:	1	2	3	4	5
12.	Mr. Robert J. Ruegg Vice President Stenographic Machines, Inc. Skokie, Illinois "Office Machines/Procedures II" Comments:	1	2	3	4	5
13.	Dr. Harry Huffman Professor of Business and Office Education Center for Vocational and Technical Education The Ohio State University Columbus, Ohio "Research in Office Education" Comments:	1	2	3	4	5

PARTICIPANT'S EVALUATION
OF SEMINAR CONSULTANTS

		Rating				
		Poor		Satis-factory		Excel-lent
14.	Dr. E. Dana Gibson, President Society for Automation in Business Education San Diego State College "Office Systems and Data Processing" Comments:	1	2	3	4	5
15.	Mrs. M. Maxine King Area Supervisor Vocational Office Education Corpus Christi, Texas "Cooperative Office Education Course" Comments:	1	2	3	4	5
16.	Dr. Elvin Eyster Indiana University "The Professional Person" "New Directions" Comments:	1	2	3	4	5
17.	Dr. Paul Lomax New York University "Vocational Business Education in Retrospect" Comments:	1	2	3	4	5

APPENDIX O. SAMPLE FORM OF PARTICIPANT'S EVALUATION OF INSTITUTE FACULTY

Dr. Ronald D. Johnson

Good

To Improve

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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102 Final Report
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602 Education; Program Planning; Cooperative, Simulated, and Directed Programs;
603 Curriculum
604
605
606

607 IDENTIFIERS

800 ABSTRACT
801 The purpose of this program was to educate new office occupations teachers by
802 developing: (1) an understanding of the background and nature of students
803 preparing for office occupations; (2) an appreciation for the evolution of
804 office occupations and office education as well as an awareness of opportuni-
805 ties for the future; (3) the ability to organize, teach, and evaluate vocational
806 office education courses; (4) appropriate organizational, administrative, and
807 coordination procedures for the cooperative office education programs; (5) an
808 understanding of the significance of research in office education; and (6) a
809 philosophy of vocational and office education.

810 The procedures included: (1) Seminars in the mornings--Theory and knowledge
811 about office education were presented by visiting consultants using the lecture-
812 discussion method; (2) Practicums in the afternoons--Practical applications of
813 theory and knowledge were developed by participants who were divided into three
814 groups.
815
816 The 40 participants rated the program 4.76 on a scale in which a score of 5 was
817 excellent.
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820
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822